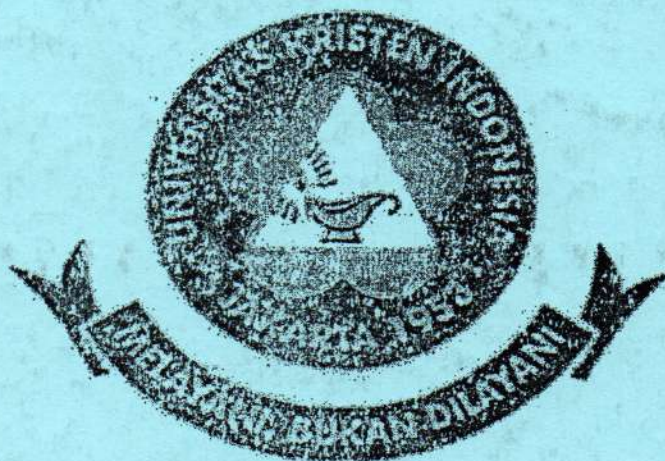


**LESSON BOOK**  
*for*  
**INFORMATIVE SPEAKING**



Written by:

Gunawan Tambunsaribu, SS., M.Sas

**FACULTY OF LETTERS**  
**UNIVERSITAS KRISTEN INDONESIA**  
**JAKARTA**  
**2017**

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## PREFACE

Welcome to *Informative Speaking* class. The goal of this modul is to help the students to learn and to apply practical skills to deal with the many issues in life. This module is not designed to deal with *theoretical* issues, but rather to provide a practical learning. Each of these chapters is to be used in speaking actively in the classroom. The students are hoped can learn, apply, and have some skills on speaking in English. Each chapter contains many dialogues to practice as well as many activities doing during learning session in the classroom so the they have examples before making their own speaking conversation. The lecturer or instructor will guide the students to participate actively to the entire speaking session.

This modul is designed to help the students individually to be active and optimistic to enhance their ability in English speaking class. We hope that students will provide feedback about this module to enhance the content of the lessons. In this way, we can maintain on providing more meaningful content of this modul in further.

We do hope the students will enjoy the journey to their self-improvement in speaking English in their daily lives.

Jakarta, 2017

The Writer,



**Gunawan Tambunsaribu, SS., M.Sas**

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## **PART I**

### **(Meeting 1-2)**

## **INTRODUCING YOURSELF AND OTHERS**

### **Introduction**

This unit encourages the students to have a ability in introducing herself/himself to someone in their daily lives. Introducing ourselves to someone in the first meeting is a way to get along with a new person in our daily life. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

### **Outcomes**

By the end of the meeting, you should be able to:

- develop your students' ability in speaking by giving them activities in introducing themselves to others;
- develop your students to get the strategies to introduce their identities to other people in their social intercourse;

- to make your students the ability to introduce a person whom they have known well to other people;
- give your students exposure in practicing their speaking in front the class in partners;
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

### **Teacher support information**

Direct and guide your students in having some dialogues to improve their speaking in introducing themselves to other people. Analyze their pronunciation errors and direct them to get a perfect pronunciation so the listener will understand clearly what they are speaking about. You can be as a partner of the students in learning the topic of “*introduction*”. Ensure that the all students have their turns in the conversation. Teach them to avoid an awkward posture during the conversation. Before letting the students take part in the dialogue, have them discuss with their partner and write the conversation transcript about the topic.

### **MATERIAL**

#### **Making Small Talk - Sample Ways to Keep a Conversation Going**

Sometimes, conversations may seem doomed from the start, especially if you feel like you have

nothing to talk about. When you hit a dead end, keep these tips in mind:

Top 5 Things to Remember:

1. Ask open-ended questions
2. Keep the conversation going with small talk
3. Be aware of your internal monologue, and try to keep it positive
4. Respond thoughtfully to awkward or silent moments
5. Maintain a good equilibrium of comments and questions

### **Examples:**

There are also a few foolproof topics that can usually jump-start any conversation:

### **Time, Date, or Season:**

1. I can't believe it's already January! Did you make any New Year's Resolutions?
2. I hate when we switch from daylight savings time to standard time. It gets dark so early, and it means I can't go running after work. What have you been doing to stay active?
3. It's been so hot out, and my apartment doesn't have an air conditioner. How have you been staying cool?
4. The start of the school year always creeps up on me. Have you started back-to-school shopping yet?



**Location:**

1. This hotel has such a nice view! How's the view from your room?
2. I'm excited to try this new restaurant. Have you ever been here before? What did you think of it?
3. I've just moved to the area. Any tips on fun things to do over the weekend?
4. We just got back from a trip to Singapore to visit my sister. Do you travel often?

**Weather:**

1. It's nice that we haven't gotten much rain this year. I've never been able to stand rainy season. Do you enjoy the a rainy season?
2. We've been going to the pool a lot lately since it's been so hot out. Have you been able to swim at all this week?
3. I love it when the weather starts to get cooler before a heavy rainy season. It's so nice to feel the breeze!
4. Spring is definitely my favorite season. What's your favorite time of year?

**Pop Culture:**

1. I went to an awesome concert yesterday! Do you like pop music? Who's your favorite singer?
2. My family and I went to the Indonesian League game last weekend. It was a blast! Who's your favorite football team?
3. I couldn't believe what happened on last week's episode of Mad Men! Do you watch the show? What's your favorite TV series?

### Upcoming Events:

1. I go visit my parents in Medan every Christmas. Will you be traveling over the holidays?
2. What are your plans for weekend? My friends and I usually have a big barbecue and watch some movies.
3. Are you going to the company Holiday Party this weekend? I hear there's going to be a live band this year.

To start a small talk, we have to think over what kind of talk should be appropriate and un-boring to whom we talk to. There are many starters to our conversation. Here are some examples.

### Conversation Starters - Sample Conversation Starters

Conversation Topic	Example
Talk about common experiences	How old is your daughter? I just had my son about a year ago, he started walking about a month ago. Is your daughter walking, yet?
Ask for help	What are some things you do to relax? I've just started meditating, have you ever tried?
Tell a funny or tragic story	Last night just as I was finishing about three hours of computer homework, my laptop froze. Yep..you guessed it, 800 lines of computer code gone within minutes.
Break the ice	Are you thirsty? Do you care for anything to drink?
Make them think	Being in the job market has really made me stop and think about what makes me happy. What makes you happy? I'm talking, truly

	happy?
Bring up any old subject	Do you remember my roommate from college, Ron? He just got married last week!

### **The way in introducing yourself:**

*My name's Reza*

*I'm Reza*

*Hi!. I'm Reza Gunawan*

*Hello, My name's Reza*

### **Asking for Repetition:**

*Person A:*

Sorry, what's your first name again?

Sorry, what was your name again?

*Person B:*

It's Reza Gunawan, but please call me Reza.

### **Asking for more information:**

*Person A:*

- What are you studying?
- What do you do there exactly?

*Person B:*

- Business; Engineering; Biology; Law, etc.
- I'm a secretary/student/enggineer
- I'm in the International Banking Department
- I'm in the Sales/Personnel Department
- I'm in the Public relations Department

*Person A:*

- Oh, really?
- What school do you go to?
- What company do you work for?

*Person B:*

- I go to Columbia
- I work for Nissan
- I'm self-employed. (*Wirausahawan*)

### **Introducing yourself -- Formally:**

- ✓ Let me introduce myself. My name is Gunawan. It's (very) nice to meet you
- ✓ How do you do? I'm Gunawan. I'm very glad to meet you

### **Introducing another person:**

*You say:*

Have you two met before?

Do you two know each other?

*Response A/B:*

No, I don't think we have

No, I don't think so

*You say:*

Well, let me introduce you, then.

Ellen, this is my friend, Teddy Brown

Rina, this is my colleague, Mrs. Tina.

*Response A + B:*

It's (very) nice to meet you.

I'm very glad/pleased to meet you.

Glad to meet you.



### Talking about Occupations:

*You say:*

Ellen is a chemist

Ellen works for Mandiri bank.

*Person A:*

Oh, really? / Oh, are you? / Oh, do you?

*Person B:*

Yes, I work for Mandiri bank. And what do you do Ted?

*Person A:*

Yes, I'm a chemist/accountant, etc.

Oh, I'm in the import-export business.

Oh, I work for Universal Studios.

### Introducing another person more formally:

- a) Excuse me, Ted. I'd like to introduce Ellen More. Mrs. More is a nurse at **Hermina** hospital
- b) Excuse me, Ted. I'd like you to meet Ellen More. Mrs. More is at **Hermina** Hospital.

### Ending a conversation (1):

Person A:

*I've got to run; I've got to go; I've got to be going; I've got to get going.*

*I'll call you / Can I give you a call?*

Person B:

*Yeah, sure. Bye*

### Ending a conversation (2):

Person A:

*Well, talk you later, then. Oh, and give my love to Ted.*

*Well, see you later, then. Oh, and say hi to Ted for me.*

Person B:

*Well, take care. Oh, and give my best to Ted.*

### **Ending a conversation (3) - more formally:**

Person A: *"Please excuse me, but I really have to be going"*

Person B: *"Yes, of course. It was nice to see you"*

*"Yes, of course. It was nice seeing you"*

*"It was nice to see, too. And give my regards to Mr(s) Rose"*

Person A: *"I will. Good bye"*

### **Dialogues for Practice in the classroom:**

#### **Dialogue 1**

Daniel : Hello, I'm Daniel Gracia. I'm a new English club member.

Liza : Hi. My name is Eliza Silver, but please call me Liza.

Daniel : OK. Where are you from, Liza?

Liza : Brazil. How about you?

Daniel : I'm from Mexico.

Liza : Oh, I love Mexico! It's really beautiful.

Daniel : Thanks. So is Brazil!

Liza : Oh, good. Santi is here.

Daniel : Who's Santi?

Liza : She's my classmate. We're in the same math class.

Daniel : Where's she from?

Liza : Indonesia. Let's go and say hello. Sorry, what's your last name again? Garuzia?

Daniel : Actually, it's Gracia.  
 Liza : How do you spell that?  
 David : G-R-A-C-I-A

## Dialogue 2

Susan Bachtiar : Hello, I'm Susan Bachtiar  
 Chang : Hi! My name is Charles Chang. But please call me Chang  
 Susan Bachtiar : Nice to meet you, Chang. You can call me Susan  
 Chang : Ok. What's your last name again?  
 Susan : Bachtiar  
 Chang : Where are you from?  
 Susan : I'm from Indonesia.  
 Chang : And what are you doing here?  
 Susan : I'm attending an English Conference. And how about you?  
 Where are you from?  
 Chang : I'm from Singapore.  
 Susan : Are you attending the English Conference, too?  
 Chung : Yes, I am.  
 Susan : Well, nice meeting you Chang.  
 Chung : Nice meeting you too, Susan.

## Dialogue 3 - Introducing someone

Tom : Paulo, who is that over there?  
 Paulo : Oh, that's my father and that's my mother with him.  
 Tom : I'd like to meet them  
 Paulo : Mom and Dad, this is Tom Hayes. Tom, these are my parents.  
 Tom : Pleased to meet you, Tom.  
 Mrs. Tavares: Nice to meet you, Tom.

Paulo : My parents are here from Brazil. They are on vacation and the attending a conference.

Tom : Oh, where are you from in Brazil?

Mr Tavares : We're from Rio

#### **Dialogue 4**

##### **Identifying someone**

Sarah : Hi, Raoul! Good to see you! Where is Margaret?

Raoul : Oh, she couldn't make it. She went to a concert with Alex.

Sarah : Oh! Well, why don't you go and talk to Judy? She doesn't know anyone here?

Raoul : Judy? Which one is she? Is she the woman wearing glasses over there?

Sarah : No, she's the tall one in jeans. She's standing near the window

Raoul : Oh, I'd like to meet her.

#### **Dialogue 5**

##### **Exchanging Personal Information**

Anna : Could you tell me a little about yourself? Where were you born?

Martin : I was born in Mexico City.

Anna : Did you grow up there?

Martin : No, I didn't. I grew up in Canada.

Anna : Where did you go to high school?

Martin : I went to high school in Mexico City.

Anna : And when did you graduate?

Martin : I graduated last year, and Now I work as a salesperson.

Anna : Did you have a favorite teacher when you were a child?

Martin : Yes, I did. I had an excellent. His name was Mr. Woods.

Anna : What did he teach?

Martin : He taught English.



## CASE STUDY

**A:** Imagine that you are a new student in a classroom. All the students will have a turn to introduce themselves in front of the class so that all the members of the class will know each others. Thus, in this situation you are asked to introduce yourself to others.

**B:** You are in your best friend's birthday party. In the party, you only know your best friend who holds the party and all the people who come in the party are unknown to you. In this situation, you are bored because there is no one you want to speak or chat with. Thus, please arrange a dialogue with some of your classmates pretending you are about to introduce yourself to some people you want to chat with in the party.

**C:** In the situation described in exercise 2, you are in the position who invite one of your best friends from last senior high school mates. And all the people in the party have not know him/her yet. You want to introduce him/her to some of your other friends in the party. Make a dialogue to express how to introduce your best friend to others in that party.

### Activities

#### Activity 1: Having a dialogue A

Participating in a dialogue is a good practice for the students' courage in speaking in front of a lot

of people. Taking part in a dialogue not only develops students' self-confidence, it teaches them to cooperate and to interact with the entirely classmates.

To begin this activity, have your students choose their partner. Have them read the transcript before they have the conversation in front of the classroom. You can follow these steps:

- 1) Ask the students to have their each partner.  
Give the students a right to choose their partner.
- 2) Let the group choose a dialogue from the lists.
- 3) You can have them read first the transcript.
- 4) .When When they are ready, you can call forward each group to practice the dialogue in front of the class.
- 5) During the conversation, you can write the pronunciation errors they make in your notebook.
- 6) If possible, record the conversation practice.  
Play it back later so that all the students can review their conversation and discuss with if there is any error pronunciation they have made.

## PART II

### (Meeting 3)

## PREFERENCES

### Introduction

This unit introduces students to strategies used in talking about preferences, such as the reasons why he likes or why he dislikes something. The students will encourage to speak about many things he loves or he hates in his daily life. The whole class will be active in making dialogues talking about preferences. The students are hoped to have their conversation based on the topics they choose by themselves.

### Outcomes

By the end of the meeting, you should be able to:

- develop your students' confidence in expressing their opinion when they want to say *likes* and *dislikes* for something;
- describe and ask about what things they like and dislike to do as well as the reasons why they love or hate something.

### Teacher support information

Participating in dialogues and speaking in front of the class helps students to improve their ability to express their point of view and to think critically. Ensure that the topics chosen are important to your students so that they will really want to

express their point of view with enthusiasm. Also teach them to develop their vocabularies in expressing the topic of *preferences*.

## MATERIAL

### Example Expression of Likes and dislikes (A)

Person A:

- *Do you like Jazz?*
- *Do you like Jon Bon Jovi?*
- *Do you like Bryan Adams?*
- *Do you like Christina and Simon Cowel?*

Person B (Likes):

- *Oh yes. I love it/her/him/them.*
- *Oh yes. I like it/her/him/them very much.*
- Person B (Dislikes):
- *I don't know. I've never listened to it/him/her/them.*

### Example Expression of Likes and dislikes (B)

Person A:

- *How do you like, Dixieland?*
- *What do you think of Dixieland?*

Person B (Likes):

- *I'm crazy about it.*
- *It's great ; It's fantastic.*
- *It's terrific; It's OK.*
- *It's all right ; It's not bad.*

Person B (Dislikes):

- *I hate it / I can't stand with it / I don't like it.*

### To express agreement with someone's likes



Person A:

- *I'm crazy about baseball*
- *I really like basketball*
- *I really love basketball*

Person B:

- *Are you? / oh, really?*
- *I'm too / so am I / Me, too / I like it, too.*

Person A:

- *Do you?*
- *I do, too / so do I / Me, too*

### **To express agreement with someone's dislikes**

Person A:

- *I don't like hamburgers very much.*
- *I hate hamburgers / I can't stand hamburgers.*

Person B:

- *Yes, so do I; I do, too.*
- *I hate them, too.*
- *No, Neither do I.*
- *No, I don't either ; No, I can't either.*
- *Neither can I.*

### **To disagree with someone's likes**

Person A:

- ❖ *I'm crazy about Ella Fitzgerald.*
- ❖ *I really like/love Ella Fitzgerald.*

Person B:

- ❖ *Are you? I'm not*

- ❖ *Really? I don't like her at all.*
- ❖ *Do you? I don't*

### **To disagree with someone's dislikes**

Person A:

- ✓ *I don't like Elvis Presley very much.*
- ✓ *I can't stand Elvis Presley very much.*
- ✓ *I hate Elvis Presley very much.*

Person B:

- ✓ *You don't? I like him a lot*
- ✓ *You can't? I sort of like him*
- ✓ *Do you? I think he's OK*

### **Asking about someone's likes**

Person A:

- ✓ *What kind of music do you like?*
- ✓ *What sort of music do you like?*
- ✓ *What type of music do you like?*

Person B:

- ✓ *All kinds, but especially Jazz.*
- ✓ *All kinds, but i like Jazz very much.*
- ✓ *All kinds, but my favorite is Jazz.*

### **Dialogues to Practice:**

#### **Dialogue 1: Likes and dislikes**

- Liz : Do you like jazz, Tom?
- Tom : No, I don't like it very much. Do you?
- Liz : Well, yes, I do. I'm a real fan of Wynton Marsalis.
- Tom : Oh, Does he play the piano?
- Liz : No, he doesn't! He plays the trumpet.
- So, what kind of music do you like?

Tom : I like rock a lot  
 Liz : Who's your favorite group?  
 Tom : The Cranberries. I love their music.  
       How about you? Do you like them?  
 Liz : No, I don't I can't stand them

## Dialogue 2: Likes and dislikes

Anne : Look! These jackets are really nice. Which one do you prefer?  
 Sue : I like the wool one better.  
 Anne : The wool one? Why?  
 Sue : It looks warmer.  
 Anne : Well, I like the leather one better. It's more stylish than the wool one.  
 Sue : Hmmm... There's no price tag.  
 Anne : Excuse me. How much is this jacket?  
 Clerk : It's \$499. Would you like to try it on?  
 Anne : Uh, no. That's OK! But thanks anyway.  
 Clerk : You're welcome.

## ACTIVITIES

### Activity 1:

First, take a look at the lists below. Then ask your partner about the kinds of music, books, movies, etc, that she/he likes.

Music	Books	Movies	Food	Sports
Jazz	Mysteries	Musicals	French	Volleyball
Rhythm and blues	Romances	Science fiction movies	Chinese	Football

Country and western	Science fiction	Horror movies	Italian	Baseball
Rock 'n' roll	Westerns	Love stories	German	Soccer
Classical	Historical novels	Westerners	Japanese	Basketball
Easy listening	Non fiction	Action pictures	Mexican	Hockey

## **PART III**

### **(Meeting 4-5)**

## **MAKING AND ACCEPTING INVITATION**

### **Introduction**

This unit introduces students to strategies used in public speaking, such as making and accepting invitations. Group discussions and dialogues are needed as a means of developing self-confidence, conviction and fluency in speaking. The students need to be given practice in speaking in front of an audience or in front of the classroom. This can be done to organize speaking activities such as discussions, dialogues, group discussions, etc. This unit contains activities that should help your students develop their speaking skills especially in making and accepting others' invitations. It should also help you make the students aware of the conventions of non-verbal communication such as gestures and eye contact.

### **Outcomes**

By the end of the meeting, you should be able to:

- develop your students' confidence in public speaking by giving them examples of some dialogues, discussions and extempore speech;
- Students are capable in expressing themselves when they want to make, refuse, accept, and to avoid an invitation.

- give your students the strategies they need for expressing themselves clearly in making and accepting an invitation;
- give your students exposure to and practice in speaking in longer turns (as opposed to the shorter turns in conversations);
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

### Teacher support information

Participating in dialogues make your students improve their ability to express how they accept as well as refuse someone's invitations. Ensure that the dialogues given are important to your students so that they will really want to express their speaking enthusiastically. Also teach them to avoid the use of too many technical terms requiring boring explanations.

Before letting the students take part in dialogues and other situations that require speaking before an audience, have them discuss and brainstorm on ideas in groups — this increases their self-confidence.

### MATERIAL:

You can invite someone by saying:

<p><b>Formal:</b></p> <p>Would you like to ...</p>	<p>Come to our house for dinner?</p> <p>Go to the theater with me?</p>
--	--

	Go out to dinner?
<b>Informal:</b> How about ...	Getting a cup of coffee? Going shopping? Going to the library with me? Go to a movie with me?

You can accept someone's invitation by saying:

<b>Formal:</b> <i>I'd be delighted.</i> <i>I'd like that very much.</i> <i>That would be very nice.</i> <i>(Yes) I'd love to.</i>	Thank you. Thank you very much Thanks for (a lot) asking Thank you very much for asking.
<b>Informal:</b> <i>Sure, that sounds like fun.</i> <i>Sure, that sounds great.</i>	Thanks a lot for asking.

**For example:**

Person A: Would you like to go out to lunch with me tomorrow afternoon? Person B : Yes, I'd like that very much. Thank you for asking.
Person A: Do you want to go to the football game tomorrow night? Person B : Yes, sure. That sounds like fun. Thanks for asking.

**Refusing invitations:**

You can refuse someone's invitation by saying:

<i>Thank you for asking, but ...</i>	I'm afraid I can't; I'm sorry I can't. I have other plans / Maybe some other time. I'm already busy / I have too much to do.
--------------------------------------	--



**For example:**

**Person A:** *Would you like to go to the Chinese exhibit at the museum?*

**Person B:** Thank you for asking but I'm afraid I can't. I have to go the airport to pick up my sister. She's going to visit me for a week.

**Person A:** *Would you like to go to a jazz concert with me tomorrow night?*

**Person B:** Thank you for asking but I'm afraid I can't. I have a swimming lesson tomorrow night. How about going to a concert some other time?

**Person A:** *Yes, I'd love too. Thank you for asking.*

**Person A:** *Do you want to go to the beach with me this weekend?*

**Person B:** *I'm sorry, but I can't.* I have to write a paper for my Economics course. How about going to the baseball game Monday night when you get back?

**Person A:** *Sure, That sounds great.*

**Dialogues to Practice:**

**Dialogue 1: Inviting to go out for Dinner**

Jeff : Say, would you like to go out to dinner tonight?

Bob : Sure. Where do you want to go?

Jeff : Well, what do you think of Indian food?

Bob : I love it, but I'm not really in the mood for it today.

Jeff : Yeah. I'm not either, I guess. It's a bit spicy.

Bob : Hmm. How do you like Japanese food?

Jeff : Oh, I like it a lot.

Bob : I do, too. And I know a nice Japanese restaurant near here. it's called Iroha,

Jeff : Oh, I've always wanted to go there.

Bob : Terrific! Let's go!

## Dialogue 2: Inviting someone out

Dave : I have tickets to the soccer match on Friday night.

Would you like to go?

Susan : Thanks. I'd love to. What time does it start?

Dave : At 8:00.

Susan : That sounds great. So, do you want to have dinner at 6:00?

Dave : Uh, I'd like to, but I have to work late.

Susan : Oh, that's OK. Let's just meet at the stadium before the match, around 7:30.

Dave : OK. Let's meet at the gate.

Susan : That sounds fine. See you there.

## Avoiding Someone's Invitations:

Sometimes you find yourself in a situation in which you don't want to or can't accept or turn down an invitation. In English there are several ways to avoid immediately accepting or refusing an invitation. Here are some of those expressions. They can be used in both formal and informal contexts.

- ✓ I'll have to think about it and let you know.
- ✓ I don't know what my plans are yet. Let me get back to you.
- ✓ I'm not sure if I can. I'll let you know soon (tonight, tomorrow, in an hour, etc)
- ✓ I'll have to check with my roommate (boss, secretary, boy friend, wife, , etc)

## Activity

**Activity 1:** Make a dialogue based on the information given below:

### Information

**Line:** *"Thanks for asking, but maybe some other time. I have to go to the dentist this afternoon to get a tooth filled."*

**People:** One friend who get together occasionally socially.

**Situation:** One man friend sees the other at the grocery. He or she invites the other person to play tennis. The other person has to decline the invitation because of a dentist appointment.

**Activity 2:** Make a dialogue based on the information given below:

**Information**

**Line:** *"Thank you for asking, but I'm afraid I can't. I have to work tomorrow."*

**People:** Two people at the party. One person is a man; the other is a woman. Both people are middle-aged. They just met and don't know each other well.

**Situation:** The woman asks the man if he wants to go to a movie tomorrow night. He declines the invitation because he has to work.

**Activity 3:**

**Information**

**Line:** *"I don't know what my plans are yet. Let me get back to you".*

**People:** Two men who work together in an office. They have a close relationship.

**Situation:** One man invites the other to spend the weekend in the woods in his cabin. The two men frequently go up to the cabin to go fishing, swimming, boating, and so on.

**Activity 4:**

**Information**

**Line:** *"I'd be delighted. It would be a great chance for me to see how your company operates".*

**People:** Two business executive who have a purely business relationship. They both work for different corporations.

**Situation:** Two business executives meet at a conference. One person invites the other to visit the other his or her company next week to see how it operates. The other person would really like to go to.

### Activity 5:

Practice for Accepting or Refusing Someone's Invitation

#### **Information**

In the boxes, there are many information as your guide to your conversation. Make a dialogue based on the information given to you in the boxes below.

**People:** The president of a big company and important client.

**Information to consider:** the two people are in their late fifties. The president is a man; the important client is a woman. They don't know each other very well. Their relationship is strictly professional.

**Invitation:** The president of the company is going to invite the client to lunch.

**People:** two good friends who go to the same school.

**Information to consider:** both students are twenty-one-year-old men. They have gone to school together for three years. They have a close, friendly relationship.

**Invitation:** one friend is inviting the other to go to the football game tomorrow night.

**People:** a man and a woman who just meet in a health club.

**Information to consider:** the man and the woman are both in their late thirties. The man is a professor of music. The woman is a business manager of a bookstore. They don't know each other very well.

**First invitation:** the man invites the woman to go to a jazz concert tomorrow night.

**People:** a husband and wife

**Information to consider:** the husband and wife have a very close, loving relationship. They are both in their early thirties.

**Invitation:** the wife is inviting the husband to take a trip somewhere for the weekend. (You can decide the location of the trip)

**People:** two roommates

**Information to consider:** both students are twenty-five-year-old men. They have been roommates for two years and have a close, friendly relationship.

**First invitation:** the other roommate invites the other to go to the beach for the weekend.

**People:** a student and his English teacher.

**Information to consider:** both the teacher and the student are men. The teacher is middle-aged. The student is twenty years old. It is near the end of the semester. The teacher and the student have a friendly but professional relationship.

**Invitation:** A student is inviting the teacher to a class party he is giving Friday night.

**People:** Two assistants are men in their twenties.

**Information to consider:** both medical assistants are men in their twenties.

They see each other often but rarely talk to each other. Their relationship at this point is very distant.

**Invitation:** both men just finished working for the day. One man invites the other to have a cup of coffee in the hospital cafeteria.

**People:** two team mates on a hockey team.

**Information to consider:** both students are twenty-year-old women. They are very good friends and have gone to school together for two years.

**Invitation:** one friend is inviting the other to go camping this weekend.

**People:** Two sisters still living at home.

**Information to consider:** both sisters are in their early twenties. They have a very close, friendly relationship.

**First Invitation:** one sister invites the other to go jogging this morning.

**Second Invitation:** the other sister invites the first to ride bicycles this afternoon.

**People:** two classmates at university.

**Information to consider:** both students are women. One woman is in her late forties. It is the beginning of the semester and they just met. They don't know each other very well yet.

**First Invitation:** one woman invites the other woman to have lunch at Burger King.

**Second Invitation:** the second woman invites the first to have dinner at the University coffee shop.

**People:** two sales people at a furniture store.

**Information to consider:** both sales people are middle-aged men. They have worked with each other for five years. They are very good friends and often get together socially.

**First Invitation:** one person invites the other to play a game of golf tomorrow morning.

**Second Invitation:** the other person invites the first to get a beer after work today.



## **PART IV**

### **(Meeting 6)**

## **RECEIVING & CONNECTING TELEPHONE CALLS**

### **Introduction**

This unit introduces students to strategies used in public speaking, such as receiving, accepting and making telephone calls privately as well as in formal situations. At this level, therefore, students need to be given practice in speaking in partners or by dialogues in front of the classroom listening by his classmates. This can be done by organising speaking activities such as actively speaking in partners or dialogues, group discussions, etc. This unit contains activities of practicing the dialogues given as the material of speaking in the class that should help your students develop their speaking skills especially in accepting and making telephone calls. It should also help you make students aware of the conventions of formal and informal phrasal or sentences in accepting and making telephone calls in formal and informal situations.

### **Outcomes**

- By the end of the meeting, you should be able to:
- develop your students' confidence in making and receiving telephone calls by giving them exposure to discussions and extempore speech;

- Students are capable in expressing their English especially in the time of answering and making some calls.
- give your students the strategies they need for expressing themselves clearly in receiving and making telephone calls formally and informally;
- give your students exposure to and practice in speaking in longer turns (as opposed to the shorter turns in conversations);
- make your students aware of the importance of formal and informal communication such as the using of phrase or sentences used in formal or informal situations.

### **Teacher support information**

Participating in dialogues in front of the class helps students to improve their ability to express their speaking especially in the topic of receiving and making telephone calls. Ensure that your students have preparation before so that they will really express their speaking enthusiastically and actively. Before letting the students take part in dialogues before the whole classmates, have them have discussions in partnership— this increases their self-confidence.

## **MATERIAL**

### **Receiving Calls**

To answer a call formally and informally, you are given many ways as your response to the caller as follows:

### Formal

Good morning,	Montreal Supplies.	Can I help you?
Good afternoon,	Hitoki Ltd.	May I help you?
Hello,	Samudera Indoensia Restaurant.	

### Informal

Hello,	Glass Construction, Scott	Speaking
Good morning,	Giovanni Pelleti	Speaking
Good afternoon,	Rolan Scott	Here
Good evening,	Mrs. Ziana	

### Answering a Call by Giving a Telephone Number.

You say...

Hello,	9851
	4357-8912
	Hasting 655734

You hear...

I'd like to speak to the manager please?
May I speak to Mr. Baron, please?
Is Rita here?

### Requesting Identity

You say....

Who's calling, please?
Who's speaking, please?
Can I have your name, please?
May I ask who's calling?
Who's calling him/her?
Who shall I say is calling?

You hear...

<p>This is Mr. Rian Peter speaking</p>
--

### Asking the Caller to Hold

You say...

Hold the line, please. Hold on, please. One moment, please. Peter speaking	I'll call (her/him) I'll see if (he's) coming now I'll get(him/her) for you (She'll) be with you right away.
The line's engaged (He's) speaking on the other line	Will you hold?

You hear...

<p>Yes, I'll hold</p>
-----------------------

### Connecting the Caller

You say...

I'll put you through to I'll connect you with I'm putting you through It's ringing for you. You're through. Go ahead.	The manager Mr. Tommy Mss. Hanny Accounting department
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### Making Calls

To request a particular person or service, you say...

May I I'd like to Could I	Speak to the Manager, please? Speak to Mr. Reza, please? Speak Mrs. Henny, please?
---------------------------------	--

Can I	Have the Accounts Departments, please?
<i>Put me through the After Sales Service, Please...</i>	

If you know the person or service you want, you can say...

Hello, is	That the Jean Paul Saloon? John Geoffery in? George Frans there? That 211-345? Your father in? Rina there?
-----------	---

### Absence

**Receiving calls - The person being called is not in.**

You say...

I'm sorry	Mr. Rian	Away on business	At the moment
I'm affraid	Miss Hanny	In Tokyo	At present
I'm terribly sorry	The manager's	Out of town	Now
Oh, what a pity	He's	Not in / out	Just now
	She's	Not in the office	
	My wife's	At lunch / At work, <i>etc.</i>	

You hear...

Oh when will he back? / Do you know when she'll be back?
--

You say...

He said he'd be back	Next week / This afternoon / Tomorrow
I think he'll be back	At 4 o'clock / At 5.00 p.m
She should be back	On Monday / On 28th January / On July 1 <sup>st</sup>
He'll probably back	

She'll be back He's expected	
---------------------------------	--

You say...

- |   |
|---|
| <p>a.) How do you spell that? / Can you spell that?</p> <p>b) Just a moment / One moment please...</p> <p>c) I don't have a... / There isn't a....</p> <p>d) Sure / Certain / Correct / Right</p> <p>f) I think so / I'm pretty sure.</p> |
|---|

### Identifying Yourself

If you want to give your name or the name of your employer or firm in answer to request for identity, you can say...

This is	Mr. Rian / Mrs. Ellen / Mr. Dupont, <i>etc.</i>
I'm calling on the behalf of Mr. Demerk	
Perro Hans speaking / The City Bank / The Corner Garage	

If you don't want to give your name, you will say....

It's personal call / It's confidential
--

You hear...

<p>Hold on line, please.. / One moment, please...</p> <p>I'll put you through... / I'll connect you ...</p>
---

### Apologizing for a Wrong Number

You say...

<p><i>There's no body here by that name. I apologize</i></p> <p><i>No body named <b>Rina</b> lives here. Excise me.</i></p> <p><i>There's nobody named.... here. I'm sorry.</i></p> <p><i>There's no ..... here. I'm sorry</i></p>
--

## Dialogues to Practice

### Dialogue 1 - Call Directory Assistance:

A: Diretory Assistance. What City?

B: Miami. I'd like the number of Carloz Montez

A: How do you spell that?

B: Beach Boulevard

A: Just a moment. .... I'm sorry, but I don't have a Carloz Montez on the Beach Boulevard. Are you sure you have the correct address?

B: Hmmm.. I think so, but I'd better check. Thank you, operator.

### Dialogue 2 - Making Telephone Calls

Secretary: Good morning, Parker Industries.

Mr. Kale: Hello. May I speak to Ms. Graham, please?

Secretary: I'm sorry. She's not in. Can I take a message?

Mr. Kale: Yes, please. This is Mr. Kale.

Secretary: Is that G-A-L-E?

Mr. Kale: No, it's K-A-L-E.

Secretary: All right.

Mr. Kale: Please tell her our meeting is on Friday at 2:30.

Secretary: Friday at 2:30.

Mr. Kale: And could you ask her to call me this afternoon? My number is (646) 555-4031.

Secretary: (646) 555-4031. Yes, Mr. Kale. I'll give Ms. Graham the message.

Mr. Kale: Thank you. Good-bye.

Secretary: Good-bye.

## CASE STUDY

### Case Study (1)

(Play this roles)

**Student A:** you need to call someone in the list, but you don't have the phone number. Call directory assistance.

**Student B:** Play the role of the operator. Use the information in the list.

***Call Directory Information:***

Sanchez Pedor 315 washington.....	555-9821
Sato Aki 0915 River Avenue.....	555-3002
Scotto Julia 1785 Park Road.....	555-3427
Shafar LA 111 W 48 St.....	555-4467
Shaw Anne 915 River Avenue.....	555-7902
Shaw James 425 Adams St.....	555-4609
Shin Young 202 E 28 St.....	555-9854
Silva Paul 522 California.....	555-2134
Silver Frank 647 Second Avenue.....	555-9876
Simmons JB 2665 Lake Road.....	555-2781
Small Carolyn 407 Lincoln St.....	555-0998
Smith Carl 809 River Avenue.....	555-6218
Smith David 505 E 32 St.....	555-5612
Smith Nancy 10 Wilson St.....	555-6389
Stavros Tony 812 Union St.....	555-4829
Sulvivan Jean 21 E 19 St.....	555-8707

**Case Study (2)**

Work in a small group. Sit with you back to the group and call someone in it. If you get a wrong number, call again. Do it in turn until everybody in the group gets the chance to be the caller.



**PART V**  
**(Meeting 7)**  
**GRATITUDES, COMPLIMENTS, CONGRATULATIONS**

**Introduction**

This unit introduces students to strategies used in public speaking, such as expressing gratitude, compliments and congratulations in various situations. Encourage them to speak actively by participating in partners such as having dialogues and it can make them have self-confidence. At this topic, the students need to be given practice in speaking by having dialogues in front of an audience or the whole classmates. This unit contains activities that should help your students develop their speaking skills in making gratitude, compliments, and congratulations. It should also help you make students aware of the conventions of non-verbal communication such as gestures and eye contact.

**Outcomes**

By the end of the meeting, you should be able to:

- develop your students' confidence in public speaking by giving them exposure to dialogues, discussions and extempore speech;
- Students are able to say gratitude, compliments and congratulations in their daily lives.
- give your students the strategies they need for making gratitude, compliments, and congratulations;

- give your students exposure to and practice in speaking in longer turns (as opposed to the shorter turns in conversations);
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

### **Teacher support information**

Participating in dialogues helps students to improve their ability to express gratitude, compliments, and congratulations. Ensure that the dialogues chosen or given they practice actively and it is important to your students so that they can make their own conversation to talk in partnership. Before letting the students make their own conversation, have them discuss the topics in groups — this increases their self-confidence and as a good preparation.

### **MATERIAL**

#### **A) Compliments**

A compliment is a flattering remark used to express praise, respect, affection, or admiration to a person. It is difficult to rank compliments in order of informality. The formality of each expression depends on the contexts of the situation and the tone of your voice.

You can complement someone by saying...

What a nice apartment!  
 Those/that's a (really) nice haircut.  
 I really like your jacket.  
 You have a (really) nice English composition.  
 Your (...*noun*...) is really nice.

You can reply by saying these expressions of gratitude:

Thank you very much. It's nice of you to say so.  
 I'm flattered.  
 I'm glad you like *it/them*  
 I'm glad you like *it/them/your promotion*  
 You've made my day (\*Informal)

## B) Congratulations

A congratulatory expression is used to indicate happiness about a person's success or good fortune.

You can congratulate someone by saying...

I'd like to offer my congratulation.  
 I'd like to offer my congratulation on your new job/your promotion  
 Congratulation! / Congratulation on your new job/your promotion  
 I'm very happy for you. That's great.

\*You can use many different adjectives in place of *great*—for example, *wonderful*, *fantastic*, *nice*, and so on.

You can reply by using these expressions of gratitude:

*Thank you very much.*

*Thank's (a lot).*

### Kinds of Congratulation

Congratulations messages allow us to celebrate another person's accomplishment and sometimes, the bigger the accomplishment, the harder it is to write one.



A wedding, baby, engagement, retirement, new house, new job, and graduation are all important occasions that merit a thoughtful card. Luckily, below, you will find examples of all of these.

But first, here are a few general examples:

- "You are amazing. We knew you had it in you. You were a sure thing in our book, even if your accomplishments feel like a surprise to you."
- "Congratulations! I'm only surprised at the fact that you're still able to surprise me with your accomplishments."
- "With so much excitement and happiness for you, congratulations!"

### Quotes about Congratulations

Here's a list of quotes to add oomph (*\*kegembiraan/semangat*) to your card:

*"I think a hero is an ordinary individual who finds strength to persevere and endure in spite of overwhelming obstacles."* –Christopher Reeves

*"Congratulations. I knew the record would stand until it was broken."* –Yogi Berra

*"Victory is won not in miles but in inches. Win a little now, hold your ground, and later, win a little more."* –**Louis L'Amour**

*"Your journey has molded you for your greater good, and it was exactly what it needed to be. Don't think you've lost time. There is no short-cutting to life. It took each and every situation you have encountered to bring you to the now. And now is right on time."* –**Asha Tyson**

*"The horizon leans forward, offering you space to place new steps of change."* –**Maya Angelou**

*"There is an easy way to silence your critics; just try to do what they say you can't do. If they are still not content, do more of it! Keep doing it until you become a master. Then look around, and you will see fewer critics and many compliments!"* –**Israelmore Ayivor**

*"It is often hard to distinguish between the hard knocks in life and those of opportunity."* –**Frederick Phillips**

*"Success is never final. Failure is never fatal. Courage is what counts."* –**Sir Winston Churchill**

*"Victory is sweetest when you've known defeat."* –**Malcolm S. Forbes**

*"Luck is what happens when preparation meets opportunity."* –**Darrel Royal**

*"Only those who attempt the absurd can achieve the impossible."* –**Albert Einstein**

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## **Words and Phrases**

Sometimes one word or short phrase is enough to say what you want to say. Here are some super short ways to congratulate someone. These work for SMS messages, social network sites, or group cards when there isn't much room to write:

- *You should be proud of yourself.*
- *Hooray for you! I knew you had it in you.*
- *You're a genius!*
- *You've proven yourself.*
- *Your talent amazes me.*
- *You deserve a high five.*
- *You are right on target.*
- *You've come a long way.*

- *You make a difference.*
- *You're exceptional.*
- *Awesome!*
- *You are a great example.*
- *Fantastic!*
- *You're a trooper.*
- *Superb!*
- *You couldn't be any better.*
- *I'm so proud and glad to know you.*
- *Well done!*
- *You are out of sight!*



### **For Graduation**

When choosing a graduation card message, you may want to include a saying about the importance of education, make a joke, or just recognize the accomplishment.

Whatever you decide to do, you should make your message stand out from the others that the graduate will receive, by being personal and original. Here are some examples.

1. All good things must come to an end, except your education which you will continue the rest of your life. Congratulations on a good start!
2. You did it! Congratulations on your graduation. Let's celebrate.
3. I am confident that your education will be an important key to unlocking doors to your potential. You are already a success.

4. Congratulations on your graduation. Here's a few bucks to get you started paying back your student loans.

If you want to joke about money, it's a good idea to add a few bucks in the card for good measure. It will make your joke funnier, too.

And using these quotes—word for word or for inspiration—will add oomph to your message:

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*"You are educated. Your certification is in your degree. You may think of it as the ticket to the good life. Let me ask you to think of an alternative. Think of it as your ticket to change the world."* —**Tom Brokaw**

*"There is a good reason they call these ceremonies 'commencement exercises.' Graduation is not the end; it's the beginning."* —**Orrin Hatch**

*"All real education is the architecture of the soul."* —**William Bennett**

*"Wherever you go, go with all your heart."* —**Confucius**



### For a Wedding

Writing messages for couples getting engaged or married can be a challenge. These tend to be hopeful and future-oriented. Sometimes they are advice giving messages. Ridiculous jokes as well as inspirational Bible verses can easily fit. Here are some examples:

- You two are choosing to do something that no one understands fully. And yet it seems so natural, especially with a couple like you two. Congratulations on your engagement/wedding.
- Congratulations on your new titles of bride, groom, husband, and wife. We are wishing you the best in any other titles you will pick up in the future.

- Finding someone to share your life with is an awesome thing. Congratulations to both of you.

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**And here are some quotes to inspire or include in your card:**

*"Chains do not hold a marriage together. It is threads, hundreds of tiny threads which sew people together through the years."* –**Simone Signoret**

*"Happy is the man who finds a true friend, and far happier is he who finds that true friend in his wife."* –**Franz Schubert**

*"The highest happiness on earth is marriage."* –**William Lyon Phelps**

*"There is nothing nobler or more admirable than when two people who see eye to eye keep house as man and wife, confounding their enemies and delighting their friends."* –**Homer**

*"A successful marriage requires falling in love many times, always with the same person."* –**Mignon McLaughlin**

*"My most brilliant achievement was my ability to be able to persuade my wife to marry me."* –**Winston Churchill**

*"The sum which two married people owe to one another defies calculation. It is an infinite debt, which can only be discharged through eternity."* –**Goethe**

*"A good husband makes a good wife."* –**John Florio**



**For a New Baby**

When someone is having a baby, they are getting a gift and at the same time taking on a lot of responsibility. Expecting a baby is an exciting and scary time, so the baby card message should both encourage and congratulate the person.

Here are some examples:

1. May you be given joy with your new baby's arrival. May you also be given the patience and energy that you will need. Congratulations!



2. Congratulations on your new one coming. We are looking forward to meeting the newest member of the family.
3. Wishing you a healthy and happy pregnancy, delivery, and baby.
4. Just as you are being blessed with a baby, your baby will be blessed to have you as a parent. Congratulations.

Here are some quotations to emphasize or inspire the message of your card:

- *"Making the decision to have a child is momentous. It is to decide forever to have your heart go walking around outside your body."* –**Elizabeth Stone**
- *"Aside from new babies, new mothers must be the most beautiful creatures on earth."* –**Terri Guillemets**
- *"I love how babies look like old people. I saw a baby the other day that looked exactly like my grandpa, only taller."* –**Jarod Kintz**
- *"If your baby is beautiful and perfect, never cries or fusses, sleeps on schedule and burps on demand, an angel all the time, you're the grandma."* –**Theresa Bloomingdale**
- *"Loving a baby is a circular business, a kind of feedback loop. The more you give the more you get and the more you get the more you feel like giving."* –**Penelope Leach**



### For a New House

When someone buys a house for the first time or moves into a new one, it's a good idea to get them a card congratulating them on their purchase.

Congratulations can be given at an open house or mailed to the new address.

Here are some examples:

1. "I am hoping your new house transitions quickly and smoothly into your 'home sweet home.'"
2. "Congratulations on your new house. We are glad to see you blessed with good things."

3. "A new house is an exciting change. Congratulations!"

**Here are some quotes to include or inspire:**

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*"Home is where the heart is." –Pliny the Elder*

*"A house is not a home unless it contains food and fire for the mind as well as the body." –Benjamin Franklin*

*"Home is the place where, when you have to go there, they have to take you in." –Robert Frost*

*"He is happiest, be he king or peasant, who finds peace in his home." –Goethe*



**For a New Job**

Getting a new job is definitely an occasion to celebrate. Feelings of pride, excitement, uncertainty, and gratitude are common with the newly employed. Finding the right words to go along with these feelings is the key to writing your card.

**Here are a couple examples and link to many more:**

1. "Finally, your skills and talents have been recognized by a smart employer. We are wishing you the best as you start your new position. We will pray for you to learn everything you need to learn quickly and fully."

2. "You are a lucky dog for getting such a great job. Congratulations, and keep up the good hard work now that you've gotten the job, and you'll be likely to keep it."

### Activity:

#### Activity #1

- **Classroom Gratitude Book.** Ask each student to get photographed with all his or her classmates individually. Each student create a decorated-gratitude collage to all his or her classmates. She or he can add a page of pictures and descriptions of what they're grateful for each classmate. Have each student to make a gratitude book where he or she sticks all the gratitude collages. At the end of the semester, have the students bring their gratitude books and you are to check them all. Have each other read and share the gratitude books with the entire students.

#### Activity #2

- **Gratitude Photos.** Have each student write what he or she is thankful for on a decorated-large piece of paper and then take a picture of the child holding up his or her paper. Have them frame the photo and send it to the person he or she is thankful for as a gift.

#### Activity #3

- **Gratitude Spies.** Play the "Spying for Gratitude" game. At the beginning of the day, have each student choose the name of another student out of

a hat without revealing the name. Each student write a gratitude card to his or her chosen at home and share shares the made-gratitude card that he or she is grateful for about that person during the college-life in campus.

#### Activity #4

- **Gratitude Surprise Sticky Notes.** Have each student to make one or more sticky notes to write something they're grateful for about another person in the school community. Then have the students "deliver" the sticky notes by placing them where the person will see it, e.g., a *locker*, a *phone*, a *cleaning cart*.

#### Activity #5

- **Gratitude Letters for the Community.** Write letters of gratitude and deliver them to people in the greater school community, e.g., janitor, food staff, school administration. Expand this exercise to include the local community, such as *police*, *fire station*, *bank*, *grocery store*, *hospital*, *electricians*, etc.

#### Activity #6

- **Gratitude Quotes.** Give students their own gratitude quote (here's a great list of quotes) and have them reflect upon and write about what their quote means to them.

#### Activity #7

*Write a sample of congratulations card!*

**Sample of a Congratulation Letter**

*“John and I are delighted to hear that you graduated and we extend our hearty congratulations. You have reached an important goal by hard work and perseverance. We know you will take your work ethic into your career and have great success. We have enclosed a small gift and send our best wishes.”*

## **PART VI**

### **(Meeting 8)**

## **APOLOGIES & CONDOLENCES**

### **Introduction**

This unit introduces students to strategies used in public speaking, such as making apologies and expressing condolences. At this level, the students need to be given practice by practicing dialogues in front of audiences. This can be done by having them practice the examples of dialogues given in this modul. This unit contains activities that should help your students develop their speaking skills. It should also help you make students aware of the conventions of non-verbal communication such as gestures and eye contact.

### **Outcomes**

By the end of the meeting, you should be able to:

- develop your students' confidence in public speaking by giving them exposure to dialogues, discussions and extempore speech;
- The students are capable in making and accepting apologies and condolences.
- give your students the strategies they need for expressing aplogies and condolences clearly and actively;

- give your students exposure to and practice in speaking in longer turns (as opposed to the shorter turns in conversations)

### Teacher support information

Participating in dialogues helps students to improve their ability to express apologies and condolences. Ensure that the dialogues chosen or given they practice actively and it is important to your students so that they can make their own conversation to talk in partnership. Before letting the students make their own conversation, have them discuss the topics in groups — this increases their self-confidence and as a good preparation before they have their dialogues practiced in front of the audiences.

## MATERIAL

### A) Making & Accepting Apologies

#### You can apologize by saying:

- I beg your pardon.
- Please accept my apologize.
- Please excuse me.
- Please forgive me,
- I'm *(really/so/very)* sorry.
- I'm sorry *I broke your glasses (I forgot your name, I'm Kate....)*
- Sorry.

**You can accept an apology by saying:**

Don't worry about it.  
That's all right  
That's OK.  
No problem.

Example of making apologies:

**Person A:** Oh, please excuse me. I accidentally spilled my coffee on your seat.

**Person B:** Don't worry about it. I can wipe it up with my handkerchief.

**Person A:** I'm really sorry I missed your party last night. I had to work.

**Person B:** that's OK. I hope you can come next time.

## B) Making & Accepting Condolences

When offering condolences, either in writing or in person, it can be hard to know just what to say. We've compiled a list of things to say—and things to avoid saying—when offering condolences.

### What To Say To Express Sympathy

The goal of expressing sympathy is to offer your compassion and concern for the bereaved. You can say how much you will miss the person who died or you can share a happy memory. The most important thing to communicate is that you care about the bereaved person and you are available as a source of support.

- **“I'm sorry for your loss.”** While this phrase has become a cliché, it is also a simple and succinct way of communicating



your empathy. If you are at a loss for words, telling a person “I’m sorry for your loss” can let the person know that you care.

- **“You are in my thoughts/I’m thinking of you.”** Letting the person know that you are aware of the emotional difficulty of the situation can help a bereaved person feel less isolated in his or her experience, and reminding the person that you care enough to be thinking about him or her can help a bereaved person feel less isolated in the world.
- **“He/she was a wonderful person.”**
- **“I will miss him/her.”**
- **“This must be so hard for you.”** Acknowledging the pain and grief that the bereaved is feeling can be very consoling. Many people who experience a loss feel alone and isolated in their feelings, and by acknowledging the emotional difficulty of the situation you can help make the bereaved feel less alone.
- **“I love you.”** If you’re close enough, reminding a grieving person that you love him or her can be powerful. Grief can leave people feeling alone, and by reminding them that you love them and are there for them you can remind them that they are not alone.
- **“When you’re ready, I’d like to get together to learn more about what the person who died was like.”** If you didn’t know the person who died, offering to listen to the bereaved can not only make the bereaved feel cared for but can also take some of the pressure off of immediate interactions. Letting the bereaved know that you’re there for him or her in the future can be a huge comfort in a stressful and painful time.
- Share a memory of the person who died.

## What Not to Say to Someone Who Has Experienced a Loss

Many people are afraid to say the “wrong thing” to someone who has just experienced a loss. Because a bereaved person is typically feeling overwhelmed and highly emotional, the stakes can feel very high. You should try to speak from a place of love and compassion, and honestly acknowledge the situation. Three good rules to follow when figuring out what not to say are:

1. Don't deny that the person who died is dead.
  2. Don't deny that the bereaved is in emotional pain.
  3. Don't deny that this death may change everyone's lives.
- **“I know how you are feeling.”** While this may seem like an empathic statement, it can often have the opposite effect. Everyone experiences loss and grief differently, and you should encourage the bereaved to have his or her unique experience of the loss. A better way to express your empathy might be, “If you want to talk about how you are feeling, know that I am here for you.”
  - **“S/he is in a better place.”** Unless you know for sure that the person who died and the bereaved person both believed in an afterlife, this statement has the potential to be offensive. Instead, try acknowledging that the bereaved may be in pain, and that that is okay.
  - **“How are you doing/holding up?”** For most people who have experienced a death, the answer to this question is “Not well.” While we want to check in with people who are in grief, the casualness of this question often forces someone struggling with grief to put on a false face.

- **“Now you can start moving on with your life.”** Especially after a prolonged or painful illness, death can seem like a relief. Still, a grieving person needs time and space to grieve. Support the bereaved person in taking the time and space that he or she may need.
- **“I don’t know what I would do if my [deceased’s relationship to the bereaved] died.”** While this statement may be absolutely true for you, it does nothing to comfort the bereaved. In fact, it may make the bereaved person feel even more isolated in his or her grief. Instead, try acknowledging the profoundness of the loss and let the person know that you are there as a source of comfort and support.
- **“At least the death was quick so there wasn’t pain/slow so you had a chance to say goodbye.”** Death is incredibly difficult, no matter the form it takes. While you may want to help the person look on the “upside,” the he or she may need some time to just live in the grief.
- **“Don’t worry, you’ll feel better soon.”** While you may want to help the bereaved look toward the future, it’s important to give a grieving person the time and space to experience his or her feelings. Don’t pressure him or her to “get over it.”

### Expressing Condolences in English

It is a good idea to name the person who died. If you know this person, describe something you loved about him or her. Share a fond memory if you have one. If you don’t know the person, express sadness that you never got to meet him or her or acknowledge the importance of this person to your friend.

- *I am so sorry to hear about your loss.*
- *I was heartbroken by this sad news.*

- *I will never forget when he/she...* (share a memory using the past tense verb)
- *You were such a **dedicated** friend/mother/sister to \_\_\_\_\_ (name).*
- *He/She will be sadly missed.* (Add a detail that describes this person's best quality. For example: "*He was the best listener*". OR "*He was always there when I needed help with the kids*")
- *I'm sorry, but I am at a loss for words.* (If you can't think of anything else to say or write.)
- *If you need anything, please ask.* (Then offer something specific, such as help with the kids or a home cooked meal or a coffee date.)
- *When you are **feeling up to it**, let's have coffee together.*
- *I'm here for you if you need anything.*
- *Thanks for taking the time to let me know about \_\_\_\_\_ (name of **deceased**).* (Write or say if you received a special call or email notification about this news.)

### Expressing Condolences in Writing

When you are looking for a card in a stationery shop look for "sympathy" cards. You can use many of the same expressions in a sympathy note or card.

- *Please accept my/our sincere condolences.*
- *I would like to express my sincere condolences on the death of \_\_\_\_\_. (name) He/She was \_\_\_\_\_. (describe this person in a word or two)*
- *I'm sorry I could not convey my condolences in person.* (If you are far away from a friend. You can use this in a phone call too.)

### **Closing your Condolence note or card**

- Your family will be in my thoughts and prayers.
- Wishing you peace as you grieve this loss.

### **Expressing Condolences via Social Media Networks**

It is okay to express your condolences in a comment if the announcement has been made in a status update or blog. Take a moment to send a private note as well.

### **Common Errors**

- spelling of “peace” (not “piece”)
- capitalization of “God” (not “god”)
- spelling of “condolences”
- spelling of “prayers”

### **Glossary:**

**bereaved** (noun): *person who is grieving the loss of a loved one* (adjective= “bereaved”)

**grieve** (verb): *to feel and express sadness after the loss of a loved one* (noun=“grief”)

**acknowledge** (verb): *to express recognition or realization*

**deceased** (noun): *the person who is no longer alive*(adjective=“deceased”)

**pass away** (verb): *to die* (noun=“passing”: I’m sorry to hear of his passing.)

**dedicated** (adjective): *showing extreme care and commitment to a person or thing*

**to feel up to something**(verb): *to be feeling well enough to leave the home and do something with another person*

**donation** (noun): a gift of money or items to a research organization or charity that helps others

**in lieu of flowers:** instead of buying flowers (use only if the bereaved request donations instead of flowers)

**Discuss:** Should you say “Time will heal” to a person who has just lost a loved one? We all know this is true, but do we want to hear this phrase when the loss and sadness is so fresh?

## **To Thank Someone For Expressions of Sympathy**

### **Sample Letter #1**

*We deeply appreciated your thoughtful card and beautiful flowers. They were wonderful symbols of your friendship that means so much to us. We are looking forward to returning to our daily routine soon and spending time with friends like you.*

### **Sample Letter #2**

*Thank you for the beautiful flowers you brought after my surgery. I must confess I was a little depressed with this recent turn of events, but your thoughtfulness brightened my day. It is at times like these that one truly values good friends.*

*I deeply appreciate your friendship and I don't think my recovery would have been so rapid without it. It means a great deal to be surrounded by people who truly care. I will always be grateful for your thoughtfulness.*

**Sample condolence thank you notes:**

Dear **Julie**,  
 Thank you so much for the beautiful flowers you sent. They touched me deeply, as did your words of sympathy. I am so grateful to have you and your family close by as I grieve John's untimely death. Thank you.  
 Love,  
 (...name...)

**Activity:**

**Activity #1**

Making your own conversation using based on the information on the boxes below.

**People:** a mother and a son.

**Information to consider:**

His son is in early teens. He still lives at home. He has a close relationship with his mother.

**Reason for apology:**

The mother asked her son to get some milk and bread at the grocery store on his way home from school. When he walks in the door and sees his mother, he realizes he forgot to get to the grocery store.

**People:** Two classmates.

**Information to consider:** one student is a man. The other is a woman. They are both in their thirties. They often talk together in class. However they do not socialize outside of class

**Reason for apology:** one student borrow the other student's class notes to copy and he forgot to bring them back.

**People:** Two brothers.

**Information to consider:** one brother is eighteen and the other is twenty one. They both still live at home and have a very close relationship.

**Reason to apology:** when one brother borrowed a shirt from the other one, he tore a hole in it. Now he wants to apologize for his careless.

**People:** A married couple.

**Information to consider:** the husband and wife are middle-aged. They have a very close relationship.

**Reason to apology:** The wife yelled at her husband for playing the stereo too loudly. Now, she wants to apologize for the unkind things she said.

## Activity #2

Write a card to thank you for someones' condolences.

# PART VII (Meeting 9) DESCRIBING OBJECTS

## Introduction

This unit encourages the students to have a bility in describing an object to people in their daily speaking. Introducing an object to the people is very important and is needed in some of presentations in working activities. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your



students to be active in the class and to develop their skill in introducing objects. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

### **Outcomes**

By the end of the meeting, you should be able to:

- have an abilitiy to describe objects in their conversation daily;
- compare many objects by their sizes, colors, and many other characteristics;
- give your students exposure to and practice in speaking in longer turns (as opposed to the shorter turns in conversations);
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

### **Teacher support information**

Participating in dialogues helps students to improve their ability to talk as well as to compare many objects in their daily conversations. Ensure that the dialogues chosen or given they practice actively and it is important to your students so that they can make their own conversation to talk in partnership. Before letting the students make their own conversation, have them discuss the topics in groups — this increases their self-confidence and

as a good preparation before they have their dialogues practiced in front of the audiences.

## MATERIAL:

### Describing an Object

#### A. Rectangular (persegi panjang)

With a square or rectangular object, we state the measurements as follows:

Figure K is 1 centimeter square.

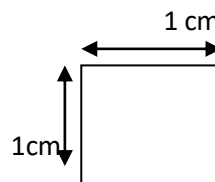
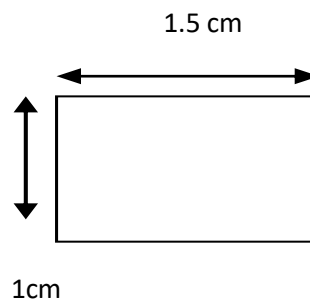
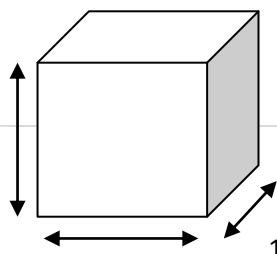


Figure L is a rectangle. It is 1 centimeter in width and 1.5 in



With a cube-shaped object, we state the measurement thus:

Figure M is a cube. It is 1.5 centimeter in length, by 1.5 centimeter in height (or depth by 1.5 centimeter in width)



## To express about shape

Figure A is a square.

It is square in shape.



Figure B is an oval.

It is oval in shape.

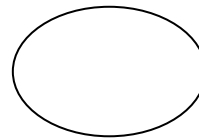


Figure C is a semi-circle.

It is semi-circular in shape.



Figure D is a rectangle.

It is rectangular in shape.



Figure E is a curve.

It is curved in shape.

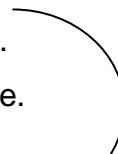


Figure F is a circle.

It is circular in shape.

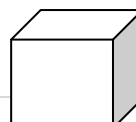
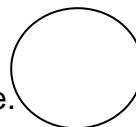


Figure J is a cube.

It is cube-shaped

Figure G is a cylinder.

It is cylindrical in shap



Figure H is sphere.

It is spherical in shape.

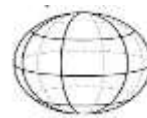


Figure I is a cone.

It is conical in shape.



### Activity:

#### Activity #1

Write the description of an object, giving its shape, materials, measurements:

Follow this pattern:

- *This is a Mystery Object.*
- *It is \_\_\_\_\_ (shape)*
- *It is made of \_\_\_\_\_ (materials)*
- *It is \_\_\_\_\_ in length (measurement)*
- *It is \_\_\_\_\_ in heigth (tinggi)*
- *It is \_\_\_\_\_ in depth (lebar)*
- *It is \_\_\_\_\_ in width (luas keseluruhan)*
- *It is \_\_\_\_\_ in circumference (keliling)*
- *It is \_\_\_\_\_ in diameter (garis tengah sebuah lingkaran)*
- *It is used for \_\_\_\_\_ (V+ing) to (V-infinitive)*

*Note:*

Read your description to your partner. Ask your partner to draw the object and to write the measurements on the picture. Then ask your partner to read his or her description to you. Draw the object he or she describes and write the measurements on your illustration.

## **Activity #2**

*Choose one thing that you used last weekend and answer yes/ no questions about it until your partner guesses what it is:*

- Is it made from paper/ cardboard/ plastic/ metal/ fabric/ wood/ glass/ leather/...?
- Is it square/ rectangular/ round (= circular)/ triangular/ oblong (= oval = egg-shaped)/ sharp/ fragile (= easy to break)/ ...?
- Is it big/ small/ heavy/ light/ dangerous/ expensive/ cheap/ noisy/ smelly/ long/ portable/ shiny?
- Does it use petrol/ electricity/ gas/ water/ ...?
- Does it give off (= produce) heat/ light/ colours/ noise/ fumes?
- Are there some/ many in your house/ this room/ this building?
- Has it got a handle/ a lid/ buttons/ a screen/ batteries/ a motor/ cables/ pipes?
- Is it used for...?
- Do you use it to...?
- Do you use it often/ very often/ every day/ several times a day/ in the morning?
- Do you use it in the bath/ the kitchen/ your workplace?
- Can you buy it in a department store/ convenience store/ stationery shop/ electronics shop/ street market...?

- Is it a kind of furniture/ white good/ consumer electronics/ cutlery/ crockery/ machine/ gadget?
- Do you need to recharge/ shake/ wash/ polish/ refill it?
- Is it dark brown/ navy blue/ pastel yellow/ bright orange?

### Activity #3

*Listen to your partner give a presentation on one thing that is important to them. Don't interrupt or ask questions until you are sure that they have finished, then ask about any of the topics below that they haven't talked about.*

- What it looks like- colour, size, shape etc.
- What it sounds like.
- What it smells like.
- What it can be used for.
- What you usually use it for.
- Its good points.
- Its bad points.
- Why it is important to you.
- Why you chose this thing to speak about.
- How you got it.
- Where it is/ where you keep it.
- How it compares to similar things.
- How long you've had it.
- Things it is similar to.

### Activity #5

#### Example of a Case Study

Question: *I am thinking of something in mind. It is spherical. It is made of rubber. It is used for playing games.*

Answer: *Marble*

*Note: Make your own description of a Mystery Object to ask your partner's guess for the answer.*

## PART VIII

### (Meeting 10)

## DESCRIBING PLACES & PEOPLE

### Introduction

This unit introduces students to strategies used in public speaking, such as describing places and people. Group discussions and dialogues are needed as a means of developing self-confidence, conviction and fluency in speaking. The students need to be given practice in speaking in front of an audience or in front of the classroom. This can

be done by organising speaking activities such as discussions, dialogues, group discussions, etc. This unit contains activities that should help your students develop their speaking skills especially in describing places and objects. It should also help you make the students aware of the conventions of non-verbal communication such as gestures and eye contact.

### **Outcomes**

By the end of the meeting, you should be able to:

- develop your students' confidence in public speaking by giving them exposure to discussions and extempore speech;
- Students are capable in telling and describing to others about the people and the places they want to talk about.
- The students have ability to describe about someone. In this conversation they will be active in describing someone appearances.
- The students have ability to speak about cities and develop as well increase their knowledge about cities.

### **Teacher support information**

Participating in dialogues helps students to improve their ability to describe places as well as to describe people by appearances or characteristics. Ensure that the dialogues chosen or given they practice actively and it is important to your students so that they can make their own



conversation to talk in partnership. Before letting the students make their own conversation, have them discuss the topics in groups — this increases their self-confidence and as a good preparation before they have their dialogues practiced in front of the audiences.

## **MATERIAL:**

### **A. Describing Places**

You often have to describe places to people – a house or a building they haven't seen, a town or a city or a village they haven't visited, scenery or countryside they aren't familiar with, and so on.

Here are some of the questions you may have to answer.

- Where is it?
- What does it look like?
- How do you get there?
- What's interesting or unusual about it?
- What's nice, or not so nice, about it?

If it's a house or a building, you may also have to answer questions like...

- What other buildings are around it?
- What's it used for?
- How old is it?

Men	Expression	Woman
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Decide with your lecturer/instructor how would you answer these questions when

you're talking about:

- The building you're in new and the building nearby
- The city you are in now
- The countryside ear the city you're in now

## B. Describing People

**Table 1.** In the USA, this is usually the approximate height for man and woman.

6'4"	Very tall	5'11"
5'11"	Tall	5'7"
5'8"	Medium height	5'4"
5'6"	Short	5'0"
Below 5'6"	Very short	Below 5'0"

**General personal information:**

- Age; weight; height;

build; or figure

- Age; hair; eyes; complexion
- Others

**Personality:**

Interests; sports and hobbies

Their life so far; achievements; family background; *etc.*

**To Describe People**

**Question:** What does he look like?

**Answers:**

- Well, he's fairly tall/short
- Well, he's fairly thin/heavy
- Well, he's fairly tall and thin
- Well, he is average height

**Describing people:**

**Question:** *How tall is he?*

**Answers:** He's around five ten, I'd say.

He's around five ten, I think

**Question:** And how much does he weigh?

**Answers:** He's around/about 140 pounds

**Charts of adjectives to describe someone's characteristics**

**Height** : tall, average height, short

**Size** : fat, slim, thin, heavily, built; lightly built

<b>Apperance</b>	: erect (tegap); stooping (bungkuk); beautiful; pretty, handsome; plain (sederhana; woman); ugly face.
<b>Hair color</b>	: blonde; brunette (woman only); white, grey (fair), red, brown, black
<b>Hair type</b>	: straight; wavy; curly
<b>Forehead</b>	: high; low; broad (lebar/jenong)
<b>Face</b>	: long; round, thin, fat
<b>Eyes</b>	: bulging (belok/menonjol); small; large; beady (berkilau seperti manik-manik); penetrating
<b>Nose</b>	: prominent; turned up; straight; aquiline
<b>Cheecks</b>	: sunken (cekung); hollow (berlesung pipi); chubby; fat; rosy (pipi merah); pale; high.
<b>Mouth</b>	: wide; narrow
<b>Lips</b>	: thick; thin
<b>Complexion</b>	: smooth; pale; rosy; ruddy; healthy
<b>Eye lashes</b>	: long; curly; short
<b>Eyebrows</b>	: bushy (lebat)
<b>Ears</b>	: flat; protruding (caplang)
<b>Teeth</b>	: straight; protruding (gigi menonjol)
<b>Chin</b>	: receding; double; weak; strong
<b>Jaw</b>	: square; pointed

Find your height in feet and inches and your weight in pounds using the procedures below. Then, in group of five, ask your classmates their heights and weights and write them down. Find out your group's average height in feet and weight in pounds.

### **The way you to convert your height from centimeter to feet and inches:**

- Multiple your height in centimeters by 0.3937 to get your height in inches

- Round off the resulting number to the nearest inch
- Then, divide by 12 to get feet and inches

*Note:*

*1 cm = 0.3937 inches*

*1 foot = 12 inches*

*1 inch = 2.5 cm*

*Example:* Ana is 170 cm tall.  $170 \times 0.3937 = 56.929$ , which rounds off to 57 inches.  $57 : 12 = 5$  with remainder of 7. *It is said 5 feet 7 inches.*

To convert your weight in kilogram to pounds: Multiple your weight in kilogram by 2.2

*Example:* Ana is 55 kg.  $55 \times 2.2 = 123.3$  or 123 pounds

### **Asking about Age**

Question: How old is he/she? / How old was he/she?

Answers:

- Pretty young. In his mid teens
- Fairly old. He's in early seventies.
- Kind of late 40's / Sort of late 40's / Very late 40's.

### **Describing Hair**

Question: What color is her/his hair?

Answers:

- It's blond/black/grey.
- He/she has a brown/red hair.
- He/she is a blonde.
- He/she is a brunette.
- He/she is a redhead.

Question: What kind of hair does she/he have?

Answers:

- It's long and straight
- It's short and curly
- It's medium length and wavy
- He has a crew cut (spike)
- He has an afro (kribo)

## **Dialogues to Practice**

### **Dialogue 1**

Clerk : Good afternoon. Can I help you?

Jean : Yes, I'm looking for someone. His name is Martin Block. I'm afraid I missed him.

Clerk : Well, what does he look like?

Jean : Let's see. He's about 35, I guess. He's pretty tall, with red hair.

Clerk : Oh, are you Jean Taylor?

Jean : Yes, that's right!

Clerk : He asked for you a few minutes ago. I think he's in the restaurant.

Jean : Thanks. I'll go and look for him.

### **Dialogue 2**

Emily : I hear you have a new girlfriend, Randy.

Randy : Yes. Her name's Ashley, and she's gorgeous!

Emily : Really? What does she look like?

Randy : Well, she's very tall.

Emily : How tall?

Randy : About 6 feet 2, I suppose.

Emily : Wow, that is tall. What color is her hair?

Randy : She has beautiful red hair.

Emily : And how old is she?

Randy : I don't know. She won't tell me.

### Dialogue 3: Describing City

Eric : So where are you from, Carmen?

Carmen : I'm from San Juan, Puerto Rico.

Eric : Wow, I've heard that's a really nice city.

Carmen : Yeah, it is. The weather is great, and there are some fantastic beaches just outside the city.

Eric : Is it expensive there?

Carmen : No, it's not very expensive. Prices are pretty reasonable.

Eric : How big is the city?

Carmen : It's a fairly big city, but it's not too big.

Eric : It sounds perfect to me. Maybe I should plan a trip there sometime.

### Activities

#### Activity 1:

(In a crowded place, a father /a mother lost a daughter)

*Guard:* You ask question to find out name; age; appearance; wearings/dress

*Parent:* 5 year old. Nany Amanda. Long; dark brown hair; brown eyes, Red dress

*\*\* (End the conversation like this...)*

*Guard:* "You wait by the luggage in case she comes back. I'll start looking for her and make an appointment over the loudspeaker".

#### Activity 2:

Think of various people you may know and decide with your lecturer how you would describe them. Get the words you need by asking other members of the class or your teacher, or by using a dictionary.

### **Activity 3: Describe and Draw**

Here is an excellent activity to help students practice describing people and listening to descriptions. In pairs, students take it in turns to describe people on their worksheet to their partner. Their partner listens carefully and draws the people. Then they swap roles. The students describe physical appearance as well as clothes and body posture. When they have finished, the students compare their drawings to the originals. As an extension, the students describe a famous person to their partner. Their partner draws the person and guesses who it is. The drawings are then shown to the class and they guess who it is.

### **Activity 4: Describe your Classmate**

This worksheet is useful for teaching students how to describe someone. Students choose one of their classmates. They describe their chosen classmate's appearance by choosing information from a worksheet. The worksheet covers language to describe height, build, eye colour and hair length as well as clothes vocabulary. Each student then writes a short description and the class tries to guess who it is.

## **PART IX**

### **(Meeting 11)**

## **SHOPPING**

### **Introduction**



This unit encourages the students to have a bility in doing shopping as one of their daily activities. The students choose his partner to do the conversation based on the topic in front of the class. The students have their dialogue by pretending to be as a seller and a buyer to do any transaction. The students are free to choose the location where the shopping is. This meeting entirely will be active in the class by having partners in many dialogues. This unit contains activities that should help your students to be active in the class and to develop their skill in introducing themselves. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

## Outcomes

By the end of the meeting, you should be able to:

- develop your students' confidence in public speaking by giving them exposure to discussions and extempore speech;
- The students know how to ask about prices as well as to bargain the price of any product he wants to buy.
- The students are capable in talking about money, prices and they know how to bargain in buying something.

- give your students exposure to and practice in speaking in longer turns (as opposed to the shorter turns in conversations);
- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

### **Teacher support information**

Participating in dialogues helps students to improve their ability in doing shopping. Ensure that the dialogues chosen or given they practice actively and it is important to your students so that they can make their own conversation to talk in partnership. Before letting the students make their own conversation, have them discuss the topics in groups — this increases their self-confidence and as a good preparation before they have their dialogues practiced in front of the audiences.

### **MATERIAL:**

#### **A) Taking about Prices**

##### **Dialogue 1**

##### **Asking about Prices**

Steve : Oh, look at those earrings, Maria. They're perfect for you.

Maria : These red ones? I'm not sure.

Steve : No, the yellow ones.

Maria : Oh, these? Hmm. Yellow isn't really a good color for me.

Steve : Well, that necklace isn't bad.

Maria : Which one?

Steve : That blue one right there. How much is it?

Maria : It's \$42! That's expensive!

Steve : Hey, let me get it for you. It's your birthday present. Happy birthday!

## **B) Bargaining (*menawar*)**

Question:

- That's rather expensive. How about \$ 150?
- That's rather expensive. I'll offer you IDR 150.
- That's rather expensive. Will you take \$150?

Answer:

- I'll let you have it for &140.
- I can.
- That's too low.
- How about & 140?
- My lowest price is \$ 140.
- Last.

## **Activities**

### **Activity 1**

- Go to a canteen/restaurant (Reserve first for an hour)
- Bring the students to go shopping.

### **Activity 2**

- Prepare coins or cash and some groceries on a table.
- Ask for each student to pretend to buy something. Practice to buy and to bargain.

## **PART X**

### **(Meeting 12)**

## **ORDERING MEALS & DRINKS**

### **Introduction**

This unit introduces students to strategies used in public speaking, such as ordering meals and drinks in a restaurant or in other places. Group discussions and dialogues are needed as a means of developing self-confidence, conviction and fluency in speaking. The students need to be given practice in speaking in front of an audience or in front of the classroom. This can be done by organising speaking activities such as discussions, dialogues, group discussions, etc. This lesson follows a simple format of an introduction and discussion, followed by a role-play activity. It should also help you make students aware of the conventions of non-verbal communication such as gestures and eye contact.

### **Outcomes**

By the end of the meeting, you should be able to:

- develop your students' confidence in public speaking by giving them exposure to discussions and extempore speech;
- The students know how to ordering some food or drinks when they are in a restaurant. They are capable in expressing how to ask for more food, to explain what something is made of, and to ask for the bills.
- give your students exposure to and practice in speaking in longer turns (as opposed to the shorter turns in conversations);

- make your students aware of the importance of non-verbal communication such as eye contact and good posture.

### Teacher support information

Participating in dialogues helps students to improve their ability in ordering meals and drinks in their daily activities. Ensure that the dialogues chosen or given they practice actively and it is important to your students so that they can make their own conversation to talk in partnership. Before letting the students make their own conversation, have them discuss the topics in groups — this increases their self-confidence and as a good preparation before they have their dialogues practiced in front of the audiences.

### MATERIAL:

#### Introduction:

#### **The way to Order Food in a Restaurant in English**

One of the most important tasks in English is ordering food when you go to a restaurant. There are basic forms and questions, as well food vocabulary that you can use in places where people speak English. In general, use the form "***I'd like ...***" when ordering food in a restaurant. A common question for someone taking an order is "***What would you like for ...***".

The American culture is a restaurant culture. Americans love eating out, getting take

out, getting deliveries (especially here in NYC), and we even love getting our food through a drive thru, where we don't have to get out of our cars. Given that America is a diverse country by its heritage, non-native English speakers are confronted with a huge variety of menu options and etiquette in restaurants and cafes. This lesson will focus on the necessary language needed for *eating out, ordering food in restaurants, common vocabulary* and *typical practices* in American restaurants.

### Easy Tips for Ordering Food in English

Does going out to a restaurant make you nervous? Then you need to learn how to place your orders with confidence. Not just in any restaurant — I'm talking about restaurants where they speak English. Even after all your conversational English practice, ordering something to eat can still be a challenge. You need specific vocabulary and expressions to succeed. Even if you know exactly what to say, you might be worried that the waiters won't understand you, that you won't say the right thing or that you'll sound too anxious and formal. There are many ways that you can sound more natural or fluent while doing this. Here, you're going to learn how to place orders for food, say the same sentences in a variety of different ways and sound more casual or more formal depending on your situation.

### Six Easy Tips for Ordering Food in English

#### 1. Ask If You Can Get Something

Being polite goes a long way in any language. When most native speakers order something, instead of saying, ***"I want \_\_\_\_"***, they'll ask ***"can I get \_\_\_\_"***

This sounds less demanding and can help the flow of the conversation. Firstly, if they don't have what you want, it sounds more natural to change your order. Second, it makes you sound more polite to the person you're ordering from.

Here are a few examples. Imagine you're in a cafe and you'd like to get a drip coffee (this is coffee which is prepared by dripping hot water through coffee in a filter).

- 1. "Can I get a drip coffee, please?"**
- 2. "May I have a drip coffee, please?"**
- 3. "Do you have drip coffee?"**
- 4. "Can I order a drip coffee?"**

They're all questions instead of demands. Especially when talking to strangers, you want to sound more *passive* (casual and polite). If the answer to your request is "no" for any reason, you can quickly change your mind and say something like, **"Oh, alright. Then can I have an Americano, please?"** (Americano is a coffee drink made from espresso and hot water.) The reply will usually be something like, **"Yes, you can. Anything else?"**

## **2. Start off with a Greeting**

Again, politeness is everything when ordering. Most places, in the United States especially, have employees who are paid mostly through tips. Tips are based on how well they provided service. This means that the employees will try hard to make you happy. Usually, when you go to the counter to order they will say **"hello"** and they might ask **"how are you today?"**

You always want to return their **"hello"** and ask **"how are you?"** If they don't say "hello" first when you get to the counter, it sounds most natural to order by saying, **"hi, can I get a \_\_\_\_?"**



This is the best way to start an order because it shows respect for the employee. You can choose any friendly greeting to start off the conversation, like **hello**, **hi**, **hey** or **how's it going?** (listed in order from most formal to most casual).

Usually, you'll want to match the level of formality to the person who talks first. This means if they say **"hi"**, then you say **"hi."** If they say **"hello"**, then so do you!

### 3. For Here or to Go

In some countries the expression for taking your food with you outside the restaurant, is **to go** or **take out**.

However, **to go** is usually used for both drinks and food (and anything else you might consume), while **take out** is only used for food. **To go** is far more commonly used by English speakers.

When you want to order your food and take it with you, there are a few options.

*"Can I get this to go?"*

*"I'd like the Spaghetti and Meatballs, to go please."*

*"Can I have the Fried Rice and Egg Rolls? Take out."*

If a place says that they have take out, they'll probably ask you if your order is **"for here or to go"**. If they don't ask you that, make sure you tell them what you want before paying. (Some places charge different amounts depending on which one you choose.)

If you want to eat in the restaurant you simply say, **"for here"** or **"for here, please."**

### 4. "Yeah" or "Yes"

Some people say that using **yeah** isn't a very polite way to talk, but it's way more casual and comfortable for most native English speakers. If you're in a formal restaurant or hotel cafe, you will want to use **"yes"**. If you're in any casual dining place, it's not necessary. If your answer is

yes to any question, you can nod your head (up and down a little) and reply with **yeah**, **yep**, **sure** or an **mhmm** sound. This is all about the tone of how you say it. If you're smiling and happily say "**yeah**" it isn't rude. If you're not paying attention and mumble "**yeah**", it's then considered rude. Here are some examples of casual alternatives (different choices) to yes.

*"Is that all you'll be ordering?"*

*"Yeah."*

*"Would you like this to go?"*

*"Yep."*

Another note is that when you do use "**yes**" to answer a question about adding anything, you want to say, "**yes, please**". However, "**yeah, please**" sounds a bit awkward.

*"Would you like cheese with that?"*

*"Yes, please."*

*"Would you like whipped cream?"*

*"Yes, please."*

These words are generally said together quickly as if they were one long word. Because it's a phrase, you say the words close together instead of including the pause. The longer you pause between the two the more formal, and eventually awkward, it'll sound. The same can be said about "**No, thank you**".

## 5. Always Be Prepared for Extra Questions

Especially when you go to a sit-down restaurant (this is a term for any restaurant that isn't fast food or take out, but it doesn't have to be anything expensive either) you may have more questions asked while ordering and after ordering.

Sometimes after ordering, you may want to quickly walk away to go sit down. Or, if you're ordering multiple things, you may try to list everything you want to order at once with a group. Instead, it's best to pause for a short amount of time after ordering each item. That way, the employee can ask you more questions!

When ordering a coffee, you may need to specify if you'd like it iced (cold) or hot, or what size you want. Some places will ask you if you want cream and sugar, and then they'll add it for you. If you order eggs or steak you need to answer how you'd like them cooked. Eggs may be **scrambled** (mixed up and cooked in little bits), **omelettes** (cooked in a circle and folded), **over easy** (a simple fried egg) and **sunny side up** (fried egg cooked only on the bottom side, so the **yolk** — the yellow part — on top stays liquid).

You may be asked if you'd like any **fillings** (cheese, meat, vegetables and other things to put inside the egg) or **side dishes** (smaller plates of food which accompanies the main meal). You may also be asked if you want something on top of your food, a certain preparation style for your food, if you'd like to order any desserts and much more.

When the time comes to pay for the meal, they may ask you if you're paying with credit, debit or cash. Always give time to let the employee ask these things.

If you know they'll ask certain questions, you may want to state those answers beforehand to save them the trouble. Say what size order you want, or how you'd like your coffee. Ask for a steak and tell them if you want it cooked **well done** (cooked thoroughly), **medium** (average) or **rare** (less cooked, still red inside). Always be polite and answer these questions, and never forget to end with a **"thank you"**

## 6. Practice Ordering Food in English (Before You Leave Home!)

Talk to yourself in the mirror, or simply talk out loud. Try using all these phrases before you need to use them, so you'll be ready when the time comes to order.

Now that we've talked about the different tips, let's try putting them together in one sample conversation that you can use to practice.

***"Hello, welcome to The Coffee House. How are you today?"***

***"Hello, I'm pretty good, how are you?"***

***"I'm great, thanks for asking. What can I get for you today?"***

***"Can I get a large coffee, please? With cream and sugar."***

***"Yes, is that all for you today?"***

***"Yeah."***

***"Would you like to try our new chocolate scone?"***

***"No, thank you."***

***"Alright, one large coffee. Your total is \$2.50. Will that be cash or card?"***

***"Card, please."***

***"Please sign...here's your receipt."***

***"Thank you."***

***"Please wait at the counter over there for your coffee. Thank you, have a nice day!"***

***"Thank you, you too."***

I hope these tips will help you next time you're ordering in English.

Remember, it's more about the way you say things (your tone) than the words themselves. When said in a light tone with a smile, anything will seem more polite and natural. Also, remember to speak loudly and clearly in any food or drink environment, so that the employees can understand you.

**Examples of conversations how to order food and drinks in English.**

**Offering Drinks:**

Waiter : “Can I bring you some water?” or “Can I get you some water?” or  
“Would you like tap or bottled water?”

Diner : “Sure, we’ll have some water please. Tap is fine.” or “Yes. I’d like some  
bottled water please”

### Ordering Salad:

Diner : “I’d like to have the chef’s salad, please.”

Waiter : “What kind of **[salad] dressing** would you like?”

Diner : “What are my options?” or “What kind of salad dressings do  
you have?”

Waiter : “We have:

*Balsamic Vinaigrette*

*Blue cheese dressing*

*Caesar dressing*

*French dressing*

*Ginger dressing*

*Honey Dijon*

*Italian dressing*

*Ranch dressing*

*Russian dressing*

*Thousand Island dressing”*

Diner : “I’ll have Caesar dressing, please.”

### Ordering Food:

Waiter : “Would you like to hear the specials for tonight?” or “We  
have some specials this evening...”

Waiter : “Are you ready to order?”

Waiter : “Do you have any questions about the menu?”

Diner : “We’re ready to order. I’d like to have the steak please.”

Waiter : “How would you like that done?” or “How would you like that  
cooked?”

Diner : “Medium, please.”

### Note:

The range of levels of cooked meat are from least cooked, most pink to most cooked.

**(rare → medium rare → medium → medium well → well done)**

However, because of health regulations, some restaurants will not cook your meat less than medium well.

### Glossary:

- Appetizer** : The small dish before your main course.
- Bill** : Also called “**the check**,” this tells you how much you need to pay for your meal.
- Booster seat** : A child’s seat placed on a chair to allow the child to sit at the table (see also *high chair*).
- Bus boy** : The person who cleans the tables and dishes off of the table.
- Check** : The check is also called *the bill*. It tells you how much you have to pay for your meal.
- Dessert** : The last sweet dish of the night, after your entrée. (Notice that it is spelled with 2 “s”s.
- Entrée** : The main course.
- High chair** : The chair a baby sits in (see also *booster seat*).
- Hostess** : The person at the front of the restaurant who greets you and seats you at a table.
- Menu** : the list of food and drink options available to order.
- Party** : The number of people who will be sitting at your table.
- Tip** : Usually 15% (20% in New York City) of the bill. Waiters and waitresses rely on this money as their income. Also called *gratuity*.
- Waiter/Waitress**: The person who takes your order and serves you food.
- Wine List** : The menu showing all of the wine options you have.

### Asking for the bill

When asking for the bill in a restaurant/diner, besides the common "Could I have the bill [/check for US English], please" can I say something like: "Could you close me out, please?"

The short answer is yes; native English speakers do say "*please close me out*"; it's not as common as "*check, please*", but it's still used frequently.

**"Check please" (US)**

**"I'm ready for my check"**

**"Close me out"**

**"Can you close me out, please?" (British)**

**"Can I get the bill, please?"**

**"Can we settle up?"**

**"We're all set"**

### **Additional Information:**

**Settle-up**, like **close-out**, is typically reserved for closing a tab at the bar, rather than a bill at dinner. "**Settle up**" here can be to pay for anything, generally. A tab typically relates to a bar tab.

**"We're all set"** : It indicates that you aren't going to order anything else and are ready for your bill (servers in the US rely on tips or gratuities as part of their salary, so as a rule they return to your table frequently throughout your meal to inquire whether you want more coffee or dessert or whatever.

**Note:** If, for some reason, the server didn't bring your bill and you were ready to leave, you would approach the manager or cashier and tell them "*we haven't gotten our bill.*"

### **Dialogue for Practice:**

#### **Dialogue 1: in a Restaurant**

Waiter: Hello. Can I help you?

Kitty : Yes. I'd like to have lunch.

Waiter: Would you like to have a starter?

Kitty : Yes, I'd like to have a bowl of chicken soup, please.

Waiter: And what would you like to have for the main course?

Kitty : I'd like to have cheese burger.

Waiter: Would you like anything to drink?

Kitty : Yes, I'd like to have a glass of Coke.

Waiter (*After Kitty having her lunch*) : Can I bring you anything else?

Kitty : No thank you. But I'd like to have the bill, please.

Waiter: Certainly. (*After a moment*)

Waiter: That's \$34.

Kitty : Here you are. Thank you very much.

Waiter: You're welcome. Have a nice day.

Kitty : Thank you, same to you.

### **Dialogue 2: Ordering Meal**

Waiter : May I take your order?

Customer : Yes. I'd like the lamb kebabs.

Waiter : All right. And would you like a salad?

Customer : Yes, I'll have a mixed green salad.

Waiter : OK. What kind of dressing would you like?

We have blue cheese and vinaigrette.

Customer : Blue cheese, please.

Waiter : And would you like anything to drink?

Customer : Yes, I'd like a large iced tea, please.

### **Dialogue 3: Ordering Meal**

Waitress : What would you like to order?

Customer : I 'll have the fried chicken.

Waitress : Would you like rice or potatoes?

Customer : Potatoes, please.

Waitress : What kind of potatoes would you like ? Mashed, baked, or french fries?

Customer : I'd like mashed potatoes.

Waitress : OK. And would you like anything to drink?



Customer : I guess I 'll have a cup of coffee.

Waitress : Would you like anything else?

Customer : No, that will be all for now, thanks.

**(Later....)**

Waitress : Would you like dessert?

Customer : Yes, I'd like ice cream.

Waitress : What flavor would you like?

Customer : Hmm. I'll have chocolate, please.

Waitress : OK. I'll bring it right away.

### **Activity:**

## Activity #1

Find your partner and use the menu to role play through ordering a meal. You may switch roles a number of times.

\*\*\*\*\*

**Menu**

<b>Starters</b>		<b>Cold Drinks</b>	
<i>Soup</i>		Orange juice	\$12
Chicken Soup	\$12.50	Apple juice	\$12
Mushroom Soup	\$12.50	Lemon Tea	\$11
Vegetable Soup	\$12.50	Mineral Water	\$7
<i>Bread and Salad</i>		Soft Drinks - Coke, 7-up, Fanta	\$7
Garlic Bread (3 pcs)	\$13.00	<b>Dessert</b>	
Smoked Salmon Salad	\$18.50	Red Bean Sundae	\$12.00
Shrimp & Fresh Fruit Salad	\$20.50	Vanilla/chocolate Ice Cream	\$10.00
Sesame Chicken Salad	\$16.50	Banana Pancake	\$10.00
<b>Main Course</b>			
<i>Sandwiches</i>			
Ham & cheese sandwiches	\$15.50		
Tuna & egg salad sandwiches	\$16.00		
<i>Pizza (1 pc)</i>			
Beef, mushroom & onion Pizza	\$15.00		
Chicken & Pork Pizza	\$14.50		
Vegetarian Pizza	\$14.00		
Ham, cheese & Pineapple Pizza	\$14.00		
<i>Burger</i>			
Cheese burger	\$14.50		
Beef burger	\$16.00		
<i>Pasta</i>			
Lasagna	\$28.00		
Shrimp & Mushroom Spaghetti	\$26.00		
Super Seafood Spaghetti	\$26.00		
Chicken Spaghetti	\$25.50		
Salmon Spaghetti	\$25.50		

\*\*\*\*\*

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## Activity 2

Take a look at the Menu below and practice ordering food and taking orders with a partner as in the dialogue. You will practice your conversation either in front of the class or in your seats together with your partner.

<b>Starters</b>	
Chicken Soup	\$2.50
Salad	\$3.25
<b>Sandwiches - Main Course</b>	
Ham and cheese	\$3.50
Tuna	\$3.00
Vegetarian	\$4.00
Grilled Cheese	\$2.50
Piece of Pizza	\$2.50
Cheeseburger	\$4.50
Hamburger deluxe	\$5.00
Spaghetti	\$5.50
<b>Drinks</b>	
Coffee	\$1.25
Tea	\$1.25
Soft Drinks - Coke, Sprite, Root Beer, etc.	\$1.75

### Activity 3

**Tools:**

The teacher will need to print off and photocopy four sheets, they are *restaurant menus*, *the waiters' activity sheet*, *the customers' activity sheet*, and *the role-play prompts*.

**Introduction:**

Tell the students that they will be ordering food from food seller today. Invite one student up to the front and give the student a menu. After the student has had a short time to look at the menu, the waiter (another student) will ask, "May I take your order?" and then have them to finish the role play.

**PART XI**

## **(Meeting 13-14)**

### **TALKING ABOUT PRESENT, PAST, FUTURE ACTIVITIES**

#### **Introduction**

This unit encourages the students to have a bility in telling the stories of their present, past, and future activities. This meeting entirely will be active in the class by having partners in many dialogues. The students choose his partners to do the conversation talking about their past activity. They will talk about many activities they do daily. The topic is also about talking about the students' activities in the past as well as their plans in the incoming days/future. There are many dialogues available in this modul. Your students can choose one of them to practice in front of the class. The dialogues can help your students to make their own conversation as their topic in practicing in front of the class.

#### **Outcomes**

By the end of the meeting, you should be able to:

- develop your students' confidence in public speaking by giving them exposure to discussions and extempore speech;
- to tell other people about their daily activities by using simple verb forms;
- to talk about their past activities by using past verb forms;

- to speak about their activities they plan in the future by using auxiliary WILL forms;
- The students have ability to speak about their past activities. In this conversation they will be active in using infinitive verbs, regular and irregular verbs in the past, and also the use of auxiliary WILL used in talking about future activities.
- give your students exposure to and practice in speaking in longer turns (as opposed to the shorter turns in conversations).

### **Teacher support information**

Participating in dialogues helps students to improve their ability to talk about many activities they do daily, the students' activities in the past, and the activities they plan to do in the future. Ensure that the dialogues chosen or given they practice actively and it is important to your students so that they can make their own conversation to talk in partnership. Before letting the students make their own conversation, have them discuss the topics in groups — this increases their self-confidence and as a good preparation before they have their dialogues practiced in front of the audiences.

### **MATERIAL**

#### **Talking about Past, Present, Future Activities**

## A) PRESENT ACTIVITIES

### Introduction:

The tense of a verb that expresses action or state in the present time and is used of what occurs or is true at the time of speaking and of what is habitual or characteristic or is always or necessarily true, that is sometimes used to refer to action in the past, and that is sometimes used for future events.

### Use 1 - Repeated Actions

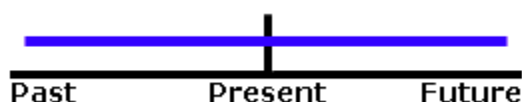


Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

- I **play** tennis.
- She **does not play** tennis.
- **Does** he **play** tennis?
- The train **leaves** every morning at 8 AM.
- When **does** the train usually **leave**?

### USE 2 - Facts or Generalizations



The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if

the speaker is correct about the fact. It is also used to make generalizations about people or things.

Examples:

- Cats **like** milk.
- Birds **do not like** milk.
- **Do** pigs **like** milk?
- California **is** in America.

### USE 3 - Scheduled Events in the Near Future



Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Examples:

- The train **leaves** tonight at 6 PM.
- The bus **does not arrive** at 11 AM, it **arrives** at 11 PM.
- When **do** we **board** the plane?
- The party **starts** at 8 o'clock.
- When **does** class **begin** tomorrow?

### USE 4 - Now (Non-Continuous Verbs)



Speakers sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.



Examples:

- I **am** here now.
- She **is not** here now.
- He **needs** help right now.
- He **does not need** help now.
- He **has** his passport in his hand.

### Dialogue 1: Present or Future Possible Situation

Jody : Ugh, I feel awful. I really have to stop smoking.

Luis : So why don't you stop?

Jody : Well, If I quit, I might gain weight.

Luis : A lot of people do, but.....

Jody : And If I gain weight, I won't be able to fit into any of my clothes.

Luis : Well you can always go on a diet.

Jody : Oh, no. I'm terrible at losing weight on diets. So if my clothes don't fit, I will have to buy new ones. I'll have to get a part time job, and .....

Luis : Listen, it is hard to quit, but it's not that hard.

### Dialogue 2: Talking Daily Routine

Marie : You're really fit, Paul. Do you exercise very much?

Paul : Well, I almost always get up very early, and I lift weight for an hour.

Marie : You're kidding!

Paul : No. And then I often go rollerblading

Marie : Wow! How often do you exercise like that?

Paul : About five times a week. What about you?

Marie : Oh, I hardly ever exercise. I usually just watch TV in my free time. I guess I'm a real couch potato!

## B). FUTURE ACTIVITIES

### Introduction

### Functions of the Future Tense

Simple Future has two different forms in English: "will" and "be going to." Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different meanings might seem too abstract at first, but with time and practice, the differences will become clear. Both "will" and "be going to" refer to a specific time in the future.

Both "will" and "be going to" refer to a specific time in the future.

### Will

[will + verb]

Examples:

- You **will help** him later.
- **Will** you **help** him later?
- You **will not help** him later.

### Be Going To

[am/is/are + going to + verb]

Examples:

- ✓ You **are going to meet** Jane tonight.
- ✓ **Are** you **going to meet** Jane tonight?
- ✓ You **are not going to meet** Jane tonight.

## USE 1: "Will" to Express a Voluntary Action

"**Will**" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often, we use "will" to respond to someone else's complaint or request for help. We also use "will" when we request that someone help us or volunteer to

do something for us. Similarly, we use "will not" or "won't" when we refuse to voluntarily do something.

Examples:

- I **will send** you the information when I get it.
- I **will translate** the email, so Mr. Smith can read it.
- **Will** you **help** me move this heavy table?
- **Will** you **make** dinner?

## USE 2: "Will" to Express a Promise

"Will" is usually used in promises.

Examples:

- I **will call** you when I arrive.
- If I am elected President of the United States, I **will make** sure everyone has access to inexpensive health insurance.
- I promise I **will not tell** him about the surprise party.
- Don't worry, I'll **be** careful.
- I **won't tell** anyone your secret.

## USE 3: "Be going to" to Express a Plan

"Be going to" expresses that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

Examples:

- He **is going to spend** his vacation in Hawaii.
- She **is not going to spend** her vacation in Hawaii.
- A: When **are we going to meet** each other tonight?

## USE 4: "Will" or "Be Going to" to Express a Prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the subject usually has

little control over the future and therefore USES 1-3 do not apply. In the following examples, there is no difference in meaning.

Examples:

- The year 2222 **will be** a very interesting year.
- The year 2222 **is going to be** a very interesting year.
- John Smith **will be** the next President.
- John Smith **is going to be** the next President.

### Dialogue 1: Talking about Future Plans

A: Have you made any vacation plans?

B: Well, I've decided on one thing. I'm going to go camping.

A: That's great! For how long?

B: I'm going to be away for a week. I only have five days of vacation.

A: So, when are you leaving?

B: I'm not sure. I'll probably leave around the end of May.

A: And where are you going to go?

B: I haven't thought about that yet. I guess I'll go to one of the national parks.

A: That sounds like fun.

B: Yeah. Maybe I'll go hiking and do some fishing.

A: Are you going to rent a camper?

B: I'm not sure. Actually, I probably won't rent a camper - it's too expensive.

A: Are you going to go with anyone?

B: No, I need some time alone. I'm going to travel by myself.

### Dialogue 2: Making Plans

Lynn : Say, Miguel, what are you doing tonight? Do you want to go bowling?

Miguel : I'd love to, but I can't. I'm going to a soccer match with my brother.

Lynn : Oh, well maybe some other time.

Miguel : Are you doing anything tomorrow? We could go then.

Lynn : Tomorrow sounds fine. I'm going to work until five.

Miguel : So let's go around six.

Lynn : OK. Afterward, maybe we can get some dinner.

Miguel: Sounds great.

### C) PAST ACTIVITIES

In English grammar, the simple past is a verb tense (the second principal part of a verb) indicating action that occurred in the past and which does not extend into the present. The *simple past tense* (also known as the *past simple* or ***preterite***) of regular verbs is marked by the ending -*d*, -*ed*, or -*t*. Irregular verbs have a variety of endings. The simple past is not accompanied by helping verbs.

Goal of talking about past: Intrinsically, talking about past activities can help us refresh our memories and we can enjoy remembering our joyfulness in the past. In therapy, we talk a lot about past experiences that we've been through. It's an opportunity to look at our problems differently.

### Functions of the Simple Past Tense

The simple past is used to talk about a *completed action* in a time *before now*. Duration is not important. The time of the action can be in the recent past or the distant past. You always use the simple past when you say when something happened, so it is associated with certain past time expressions

- **Frequency:** *often, sometimes, always.*
  - I sometimes *walked* home at lunchtime.
  - I often *brought* my lunch to school.
- **A definite point in time:** *last week, when I was a child, yesterday, six weeks ago*

- We *saw* a good film *last week*.
- *Yesterday*, I *arrived* in Geneva.
- She *finished* her work at *seven o'clock*
- I *went* to the theatre *last night*
- **An indefinite point in time:** *the other day, ages ago, a long time ago.*
  - People *lived* in caves *a long time ago*.
  - She *played* the piano *when she was a child*.

**Note:**

The word *ago* is a useful way of expressing the distance into the past. It is placed *after* the period of time: *a week ago, three years ago, a minute ago*.

**Dialogue for Practice**

**Dialogue 1: Past Activity**

Mike : Hi, Celia! How was your trip to the United States?  
 Celia : It was terrific. I really enjoyed it.  
 Mike : Great. How long were you away?  
 Celia : I was there for about three weeks.  
 Mike : That's a long time! Was the weather OK?  
 Celia : Yes, most of the time. But it snowed a lot in Chicago.  
 Mike : So, what was the best thing about your trip?  
 Celia : Oh, that's difficult to say. But I guess I like Nashville the best.

**Dialogue 2: Past Activity**

Chris : So, what did you do this weekend, Kate?  
 Kate : Oh, Diane and I went for a drive in the country on Saturday.  
 Chris : That sounds nice. Where did you go?  
 Kate : We drove to the lake and had a picnic. We had a great time! How about you?  
 Did you do anything special?

Chris : Not really. I just worked on my car all day

Kate : That old thing. Why don't you just buy a new one.

Chris : But then what would I do every weekend?

### **Activity:**

#### **Activity #1**

The students write down their stories, covering past activities, daily activities, and future activities to do, in a piece of paper. They will tell their story in front of the class. The lecturer have the rest of the students to make a note if someone make grammatical errors while someone telling the story.

#### **Activity #2**

The lecturer as well as the the rest of the students make some notes if there are grammatical errors while someone telling the story.

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## Satuan Acara Perkuliahan (SAP)/Lesson Plan

UNIVERSITAS KRISTEN INDONESIA  
Fakultas Sastra

Subject : Informative Speaking  
Code/Credits : 21123111/2  
Study Program : S1 – English Literature

Subject Description : This course is the beginning for the students to learn how to be active in expressing their opinion and to enhance their ability in oral communication by many topics to talk in the class as well as outside of the class.

Main Goals : The students are able to use many expression based on the topics they are about to talk actively as well as critically.

MEETING	MAIN TOPIC	MAIN GOAL	LESSON	REFERENCE
I	Introducing Yourself & Others	Students know the lesson plan of speaking I and they are able to introduce themselves to their classmates in front of the class.	<ul style="list-style-type: none"> <li>Introducing one's self</li> <li>Talking about our identities</li> </ul>	1) Sudarmono, Edhie. 2014. <i>The King TOEFL</i> . Jakarta: Wahyumedia. 2) Jones, Leo. 1983. <i>Function of American English Communication; Activities for the classroom</i> . New York: Cambridge University. 3) Internet/Website
II	Introduction; Introducing Others	Students are able to introduce their friends to others and they are able to tell their daily activities to others.	<ul style="list-style-type: none"> <li>Introducing friends.</li> <li>Dialogues &amp; Practice</li> </ul>	1) _____, 1990. <i>Elementary Communication Games</i> . Surrey: Thomas Nelson and Sons. 2) Jones, Leo. 1983. <i>Function of American English Communication; Activities for the classroom</i> . New York: Cambridge University. 3) Internet/Website

MEETING	MAIN TOPIC	MAIN GOAL	LESSON	REFERENCE
III	Preferences	Students are able to express their opinion when they want to say <i>likes</i> and <i>dislikes</i> for something.	<ul style="list-style-type: none"> <li>Talking about Likes &amp; Dislikes</li> <li>Talking about the reasons of hating/disliking something</li> </ul>	1) Sudharmam. Edhie.2014. <i>The King TOEFL Jakarta: Wahyumedia.</i> 2) Ferres-Hanreddy, Jami and Elizabeth Whalley. 1996. <i>Mosaic One A Listening / Speaking Skills Book Third Editin.</i> Singapore: McGraw-Hill, Inc. 3) Internet/Website
IV	Making Invitations	Students are capable in expressing themselves when they want to make an invitation.	<ul style="list-style-type: none"> <li>Making invitation</li> <li>Creating invitation letter/cards</li> </ul>	1. Collie, Joanne and Stephen Slater. 1991. <i>Cambridge Skills for Fluency Speaking 2.</i> Cambridge: Cambridge University Press. 2. Ferres-Hanreddy, Jami and Elizabeth Whalley. 1996. <i>Mosaic One A Listening / Speaking Skills Book Third Editin.</i> Singapore: McGraw-Hill, Inc. 3. Internet/Website
V	Accepting & Refusing Invitations	Students are capable in expressing themselves when they want accept and refuse or avoid an invitation.	<ul style="list-style-type: none"> <li>Accepting invitations</li> <li>Refusing invitations</li> </ul>	1. Collie, Joanne and Stephen Slater. 1991. <i>Cambridge Skills for Fluency Speaking 2.</i> Cambridge: Cambridge University Press. 2. Jones, Leo. 1983. <i>Function of American English Communication; Activities for the classroom.</i> New York: Cambridge University. 3. Internet/Website
VI	Telephoning	Students are capable in expressing their English speaking especially in answering and connecting some calls.	<ul style="list-style-type: none"> <li>Receiving telephone calls</li> <li>Answering telephone calls</li> <li>Connecting telephone calls</li> </ul>	1. Collie, Joanne and Stephen Slater. 1991. <i>Cambridge Skills for Fluency Speaking 2.</i> Cambridge: Cambridge University Press. 2. Jones, Leo. 1983. <i>Function of American English Communication; Activities for the classroom.</i> New York: Cambridge University. 3. Internet/Website



MEETING	MAIN TOPIC	MAIN GOAL	LESSON	REFERENCE
X	<b>Describing Places &amp; People</b>	Students are capable in telling and describing to others about the people and the places they want to talk about.	<ul style="list-style-type: none"> <li>Describing People Appearance &amp; Characteristics</li> <li>Describing Places and the conditions</li> </ul>	<ol style="list-style-type: none"> <li>White, Ronald V. 1979. <i>Functional English Consolidation</i>. Hongkong: Thomas Nelson and Sons.</li> <li>Hanreddy, Jami &amp; Whalley, Elizabeth. 2007. <i>Mosaic 1 Listening/Speaking</i>. New York: McGraw-Hill Companies, Inc.</li> <li>Pile, Louise &amp; Lowe, Susan. 2005. <i>Intelligent Business: Teacher's Book</i>. England: Pearson Education Limited.</li> <li>Internet/Website</li> </ol>
XI	<b>Shopping</b>	The students are capable in talking about money, prices and they know how to bargain in buying something.	<ul style="list-style-type: none"> <li>Talking about money</li> <li>Taking about Prices</li> <li>How to bargain</li> </ul>	<ol style="list-style-type: none"> <li>Richard, Jack C. &amp; David Bycina. 1984. <i>Person to Person</i>. New York: Oxford University.</li> <li>Coffey, Margaret Pogamiller. 1983. <i>Fitting In</i>. Regent/New Jersey: Prentice Hall.</li> <li>Internet/Website</li> </ol>
XII	<b>Ordering Meals &amp; Drinks</b>	The students know how to ordering some food or drinks when they are in a restaurant. They are capable in expressing how to ask for more food, to explain what something is made of, and to ask for the bills.	<ul style="list-style-type: none"> <li>Ordering a meal/drink</li> <li>Asking for more</li> <li>Asking about what something made of</li> <li>Asking for the bill</li> </ul>	<ol style="list-style-type: none"> <li>_____. 1990. <i>Elementary Communication Games</i>. Surrey: Thomas Nelson and Sons.</li> <li>Coffey, Margaret Pogamiller. 1983. <i>Fitting In</i>. Regent/New Jersey: Prentice Hall.</li> <li>Molinsky, Steven J. &amp; Bill Bliss. 1987. <i>Express Ways English Communication</i>. New Jersey: Prentice Hall.</li> <li>Internet/Website</li> </ol>
XIII	<b>Present &amp; Past Activities</b>	The students are capable to talk and tell about their daily and past experiences to other people.	<ul style="list-style-type: none"> <li>Telling daily activities.</li> <li>Talking about past experiences such as unforgettable moments to other people.</li> </ul>	<ol style="list-style-type: none"> <li>Hadfield, Jill. 1990. <i>Elementary Communication Games</i>. Surrey: Thomas Nelson and Sons.</li> <li>Lado, Robert. 1992. <i>Lado Picture Dictionary</i>. New Jersey: Prentice Hall.</li> <li>Internet/Website</li> </ol>

MEETING	MAIN TOPIC	MAIN GOAL	LESSON	REFERENCE
XIV	Future Activities	The students are able to talk and tell other people about their future activities or their plans.	<ul style="list-style-type: none"> <li>Telling future activities.</li> <li>Talking about some plans which will be done in the next 7 days.</li> </ul>	<ol style="list-style-type: none"> <li>_____. 1994. <i>Word by Word: Picture Dictionary</i>. New Jersey: Prentice Hall.</li> <li>Coffey, Margaret Pogamiller. 1983. <i>Fitting In</i>. Regent/New Jersey: Prentice Hall.</li> <li>Internet/Website</li> </ol>

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## AUTHOR'S VITA



The author is an assistant professor teaching at Universitas Kristen Indonesia, Cawang, East Jakarta, Indonesia. His interests in research are Linguistics, Cultures, and also Sociolinguistics. He graduated his master degree majoring in Translation studies (Applied Linguistics). Since 2010, he has taught English language and Literature in several universities in Jakarta. He was born in a suburb named Binangara, Medan, North Sumatera, Indonesia. Before he continued his study to University, he had worked as an employee in many private companies, universities and schools such as Hotel Polonia Medan, Danau Toba International Hotel at Medan, PT. Mitra Adi Perkasa, PT. KDS Cibitung Indonesia, SMA dan SMP Yadika 9 Bekasi, SMP Tunas Harapan Bekasi Utara, Hook on Phonics North Jakarta, Universitas Gunadarma Jakarta, AKOMRTVi Jakarta, and many English courses.

Starting from 2010 until now, he has written some papers or researches entitled as follows:

1. *An Analysis of Noun Clause*
2. *An Annotated Translation of Sharon M Draper's Out of My Mind*
3. *Ketepatan Terjemahan Kolokasi Bahasa Inggris ke dalam Bahasa Indonesia Menggunakan Google Translate*
4. *The Psychological Approach of Melody in Novel Entitled Out of My Mind by Sharon M. Draper*
5. *The Use of Rude Words by Indonesian Teenagers: A Sociolinguistic Case*
6. *An Implementation of Neuroscience in Learning English "tobe" for English Learners in Indonesia*
7. *The Translation of English Helping Verbs into Bahasa Indonesia – A Descriptive Analytical Translation*

He also has some books as the following titles:

1. *"Say It" – Pengucapan Dasar Bahasa Inggris.*
2. *Cinta dan Kehidupan Vol.1 "Lika-Liku Kehidupan.*
3. *Cinta dan Kehidupan Vol.2 "Love n' Friendship"*

My Best Regard,

**Gunawan Tambunsaribu, S.S., M.Sas**



